

085-Marine Creek Collegiate

Thomas Fraire

Benjamin Leos

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 085-Marine Creek Collegiate

Principal: Thomas Fraire

Executive Director: Benjamin Leos

## State Accountability Status

**Met Standard**

### Campus Distinctions

Academic Achievement in Math

Top 25% Student Progress

Top 25% Closing Achievement Gap

Postsecondary Readiness

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

*Mission:*

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

**YES** the Fort Worth ISD School Board;

**YES** the Texas Education Code;

**YES** Title I, Part A; and

**YES** Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	95
Domain 2: <b>School Progress</b>	96
Domain 3: <b>Closing The Gaps</b>	100

### SBDM Members

Name	Role
Kiley Armstrong	Teacher
Austin Caraway	Teacher
Josh Martin	Teacher
Santiago Rodarte	Teacher
Trey Vanderhule	Additional Appointed Rep
Stevie Campbell	Campus Non-Tch Prof
Lorie Garcia	Parent
Ben Leos	District-level Staff
Paola Rodriguez	Parent
April Miske	Community Rep
Cheryl Roberts	Community Rep
Carlos Guzman	Business Rep
Todd Styles	Business Rep
	Select
	Select
	Select
	Select

## Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Marine Creek Collegiate HS

**Principal:** Tom Fraire

<b>Data Sources Used</b>  Make a selection for each by choosing from the	Yes	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	Yes	Dropout Identification	Yes	VOC-Customer Feedback
Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here	
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	72% Hispanic (8% above FWISD average)	1.	Community Outreach	1.	Concentrated recruitment that reflects the district demographics
	2.	19% Black/African American, 4% below FWISD average	2.	Increasing male population, currently at 35%, 16% below FWISD average	2.	ECHS only POC recruiting
	3.	At-Risk population 71%, 10% above FWISD average	3.	ELL & SWD's are below FWISD average, ELL 8% below & ELL 9% below	3.	Targeted FWISD demographic recruitment within FWISD
<b>Student Achievement</b>	1.	ECHS Met Standard & National Center for Urban Schools Gold Medal Winner	1.	Increase Percent of students that reach Master's Level in all EOC tested subjects	1.	Attendance Incentives
	2.	100% Passed Algebra I	2.	Increase Daily Attendance rate to 95% or higher	2.	Targeted countdowns to address EOC deficiencies
	3.	99% Passed Biology, 99% Passed US History, ELA I & ELA 2 scores increased +5% or more	3.	Address Dress Code Concerns	3.	Campus wide systems to address dress code concerns
<b>School Culture and Climate</b>	1.	Continue to work on increase moral on campus	1.	Help in the front office	1.	Counseling Support

	2.	New counselor to continue to support social and emotional growth of all students	2.	Discovering everyone's Top 5 Strengths	2.	Purchase Strengths Finder 2.0 for entire staff and add staff development to continue discovering everyone's strengths and positive contributions to the school environment
			3.	Social contract in every classroom	3.	Moved Parent Liason to front office
<b>Staff Quality/ Professional Development</b>	1.	Teachers are AVID trained.	1.	Differentiated Instruction	1.	Tier 1 best practices
	2.	ECHS specific PD	2.	ECHS Specific PD for our waiver days	2.	Utilize FWISD tier 1 rubric in PLC's and walkthrough feedback
	3.	Teachers are Pre-AP college board trained	3.	Collaborative training between TCC and MCCHS staff	3.	Utilize department PLC time to address campus needs
<b>Curriculum, Instruction, and Assessment</b>	1.	Teachers are GT certified or in the process of being GT certified	1.	Formative assessments throughout lessons	1.	Formative assessments review and training if needed
	2.	Teachers are Pre-AP certified or in the process of being Pre-AP certified	2.	Need to revisit campus wide lesson plans	2.	Review of book "The Fundamental 5" during PD
	3.	Teachers are AVID certified or in the process of being AVID certified within 4 years	3.	Review lesson cycles that produce high quality instruction	3.	Model an AVID strategy at every faculty meeting
<b>Family and Community Involvement</b>	1.	Active PTA Officers	1.	Recruit Members	1.	PTA/MCC HS events and fundraising
	2.	Successful MCCHS Golf Tournamant	2.	Local Business Support	2.	Local business collaboration
	3.	Dedicated parent night every	3.	Reach our spanish speaking parents	3.	Continue to foster with TCC NW Campus
<b>School Context and Organization</b>	1.	College going campus culture and expectations	1.	Look at expectations during college level visits	1.	University partnership(s)
	2.	All grade levels visited at least 1 university outside the DFW area	2.	Allocation of additonal funds as needed to support out of town transportation	2.	Collaborate more with TCC NW team
	3.	All grade levels visited at least 1 university inside the DFW area	3.	Allocation of additonal funds as needed to support in town transportation	3.	Continue to have student support of Tarrant County Food Bank with support from TCC NW

	→ 085-Marine Creek Collegiate							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>TOTAL</b>
	\$ 22,681	\$ 2,788	\$ 106	\$ 131	\$ 612	\$ 299	\$ 79,223	<b>105,840</b>

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

**Summary by Fund Source**

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>GRAND TOTAL budgeted in CEIP</b>
Student Outcome Goals	0	0	0	0	0	0	0	\$ -
Campus Needs - Student Achievement	0	0	0	0	0	0	60,000	\$ 60,000
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	10,789	\$ 10,789
<b>TOTAL</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,789	\$ 70,789
<b>Allocations</b>	<b>22,681</b>	<b>2,788</b>	<b>106</b>	<b>131</b>	<b>612</b>	<b>299</b>	<b>79,223</b>	105,840
<b>Percent Budgeted</b>	0%	0%	0%	0%	0%	0%	89%	67%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Student Outcome Goals Action Plan

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	3 College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.
	Progress Measures:	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from 16% to 25% by 2019. 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from 7% to 13% by 2019. 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from 35% to 44% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>	Baseline (BOY)	to Target	by Deadline
		Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from	69%	74%
	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from	88%	93%	EOY
	3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from	100%	100%	EOY
	NA	N/A	N/A	EOY
	3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from	N/A	N/A	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,3,8,9	Students will work during daily College Prep time, as well as CP ELA & CP Math, using online resources to prepare for and increase their TSI math and reading scores.	MCCHS Faculty and Staff, Jane Card (College and Career Readiness Coordinator)	August 16, 2018 Through May 24, 2019				Closing Gaps
2	1,2,3,8,9	Students will work during College Prep time using resources to prepare for and increase their PSAT, SAT, ACT scores	MCCHS Faculty and Staff, Jane Card (College and Career Readiness Coordinator)	August 16, 2018 Through May 24, 2019				Progress
3	1,2,3,8,9	Students will work during ELA, Science, Social Studies, and College Prep time using online resources to prepare for and increase their Achieve 3000 literacy lexile scores.	MCCHS Faculty	August 16, 2018 Through May 24, 2019				Closing Gaps
4	1,2,3,8,9	Students will work with counselors to follow MCCHS/TCCNW course sequence to obtain a minimal of 12 college (dual credit) hours through partnership with TCCNW	Sherry Reed, Stevie Campbell, Angela Fowler	August 16, 2018 Through May 24, 2019				Culture and Climate
5	1,2,3,8,9	Incoming students will attend 2 week intensive summer bridge program to focus on and take TSI Reading and Math during Summer	Jane Card	June 2018, June 2019	After Sch	Other		Culture and Climate
6	1,2,3,8,9	Returning students will attend 2 week intensive PSAT/SAT/TSI boot camp program to focus on and take TSI Reading and Math during Summer	Jane Card	June 2018, June 2019	After Sch	Other		Closing Gaps

7	1,2,3,8,9	SAT/PSAT After school study sessions	Jane Card	August 16, 2018 Through May 24, 2019	After Sch	Other		Achievement
8	1,2,3,8,9	All students will access Xello resources through their AVID elective classes to find their learning style, aptitudes, and their potential career paths.	AVID Teachers and Counselors	August 16, 2018 Through May 24, 2019				Progress
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Student Outcome Goals Progress Monitoring**

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 69.32 to 74 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Graduates meeting TSI standard in Reading and Math				93%	
	Graduates who earn 12 or more college credit hours through dual credit courses				100%	
	Graduates completing a CTE coherent sequence of courses				N/A	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Thomas Fraire

Campus Needs - Student Achievement Action Plan

Leadership Director: Benjamin Leos

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	SMART Goal	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Goal 1	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will by atleast 5%	100.00%	89.00%	66.00%	100.00%	94.00%	71.00%
	Goal 2	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will by atleast 5%	96.00%	77.00%	36.00%	100.00%	83.00%	41.00%
	Goal 3	Social Studies - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase by atleast 5%	100.00%	87.00%	44.00%	100.00%	92.00%	49.00%
	Goal 4	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase by atleast 5% in both ELA I and ELA II	87%/96%	66%/79%	7%/13%	92%/100%	71%/84%	15%/25%

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,4,5,8,9,10		Targeted countdowns to address EOC deficiencies	Leadership Team & Department Heads	August 16, 2018 Through May 24, 2019				Closing Gaps
1,2,3,4,5,8,9,10		Utilize FWISD tier 1 rubric in PLC's and walkthrough feedback	Leadership Team & Department Heads	August 16, 2018 Through May 24, 2019				Closing Gaps
1,2,3,4,5,8,9,10		Utilize department PLC time to address campus needs	Leadership Team & Department Heads	August 16, 2018 Through May 24, 2019				Progress
1,2,3,4,5,8,9,10		Formative assessments review and training if needed	Leadership Team & Department Heads	August 16, 2018 Through May 24, 2019				Progress
1,2,3,4,5,8,9,10		Model an AVID strategy at every faculty meeting	Leadership Team & Department Heads	August 16, 2018 Through May 24, 2019				Culture and Climate
1, 2, 6		Conduct University visits on Friday when students are off from TCC classes to promote a college going culture post graduation. (2 college visits per grade level per year)	All Staff	All Year	Pull-Out	Title I	\$ 39,000.00	Culture and Climate
1, 2, 6		Ensure that all teachers are traveling with students and discussing topics covered on college trips to promote a college going culture post graduation.	All Staff	All Year	Pull-Out	Title I		Tchr/Staff Quality
1, 2, 3, 4, 10		Ensure that all teachers , counselors, and administrators are trained in AVID strategies and up to date with Summer Institute Requirements.	All Staff	All Year	After Sch	Title I	\$ 21,000.00	Tchr/Staff Quality



10	1, 2, 9	Provide quality Tier 1 instruction, tutorials for enrichment and support, and targeted assistance as needed.	All Staff	August 16, 2018 Through May 24, 2019	Pull-Out			Closing Gaps
11	1, 2, 3	Support for students and facilitation of quality Tier 1 instruction	All Staff	August 16, 2018 Through May 24, 2019	PLC			Closing Gaps
12	1, 2, 3	Department Interventions by six week	All Staff	August 16, 2018 Through May 24, 2019	Pull-Out			Tchr/Staff Quality
13	1, 2, 3	Credit Recovery and Interventions by six weeks	All Staff	August 16, 2018 Through May 24, 2019	Pull-Out			Closing Gaps
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Campus Needs - Student Achievement Progress Monitoring**

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will by atleast 5%						
	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will by atleast 5%						
	Social Studies - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase by atleast 5%						
	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase by atleast 5% in both ELA I and ELA II						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease by 1% for African American students.			19%	18%	EOY
	Goal 2	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease by 0.5% for Hispanic students.			4%	3%	EOY
	Goal 3	PBIS - Percentage of unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports will decrease by 1%			6%	5%	EOY
	Goal 4	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase by 1%			97%	98%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,9,10	Attendance Incentive: Students will receive MCCHS apparel for perfect attendance each six weeks	Tom Fraire, Trey Vanderhule, Kathleen Marshall, Hilda Martinez	Ongoing each 6 weeks through the end of the year		Other	\$ 4,248.00	Culture and Climate
2	1,2,9,10	Campus wide systems to address attendance concerns	Attendance Committee	Ongoing each 6 weeks through the end of the year				Achievement
3	1,2,9,10	Campus wide systems to address discipline concerns	Discipline committee	Ongoing each 6 weeks through the end of the year				Achievement
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A horizontal bar chart with 10 bars. The y-axis is labeled with values 10, 11, 12, 13, 14, and 15. The bars are arranged in a repeating pattern of three bars per group, with the first bar in each group being shaded gray and the other two being white. The bars are separated by vertical grid lines. The first bar in each group is approximately 10.5 units high, the second is approximately 11.5 units high, and the third is approximately 12.5 units high.

Bar Index	Height (Approx.)	Color
1	10.5	Gray
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6	12.5	White
7	10.5	Gray
8	11.5	White
9	12.5	White
10	10.5	Gray

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>	
	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease by 1% for African American students.					18%	
	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease by 0.5% for Hispanic students.					3%	
	PBIS - Percentage of unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports will decrease by 1%					5%	
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase by 1%					98%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/-Δ)</b>
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# Family/Community Engagement and Health Related

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Family/Community Engagement and Health Related Action Plan

Principal: Thomas Fraire

Leadership Director: Benjamin Leos

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Health Related - (Target 100%) Percentage of 9th grade students taking a dual credit level PE class at TCC NW.	100%	100%	EOY
	Goal 2	Parent/family participation in at least 1 campus-based organization will increase for PTA by 5%	12%	17%	EOY
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1, 6	PTA: At registration, AVID parent night, Meet the teacher night, PTA will have table setup to register and recruit parents	PTA Officers, Parent Liason, Tom Fraire, Trey Vanderhule	August 16, 2018 Through May 24, 2019				FAMILY
2	1, 6	Recruiting highly qualified parent liason to speak with the majority of our parents at MCCHS	Tom Fraire, Trey Vanderhule, Hilda Martinez	August 16, 2018 Through May 24, 2019		Title I	\$ 10,789.00	FAMILY
3	1	Counselors working through course selections to ensure all 9th grade students take DC PE class	Sherry Reed, Stevie Campbell	August 16, 2018 Through May 24, 2019				HEALTH
4	1, 6	Parent Liason will be moved to front office to be more accesible and build relationships with students and parents.	Tom Fraire, Trey Vanderhule	By August 16, 2018				FAMILY
5	1, 6	Leadership team will collaborate with PTA to provide events for the PTA to give back to MCCHS students.	Leadership Team and PTA	August 16, 2018 Through May 24, 2019				FAMILY
6	1, 6	Leadership team will collaborate with PTA to provide opportunities for the PTA to fundraise throughout the school year.	Leadership Team and PTA	August 16, 2018 Through May 24, 2019				FAMILY

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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Family/Community Engagement and Health Related Progress Monitoring**

**Principal: Thomas Fraire**

**Leadership Director: Benjamin Leos**

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Health Related - (Target 100%) Percentage of 9th grade students taking a dual credit level PE class at TCC NW.				100%	
	Parent/family participation in at least 1 campus-based organization will increase for PTA by 5%				17%	
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/-Δ)</b>
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