

2016-17 CEIP for 146-MH Moore ES

146-MH Moore ES

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 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 No Child Left Behind;
- YES Title I, Part A; and
- YES the School Improvement Program.

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 Learning Network leadership team.

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

SBDM Members

Name	Role
Liz Yoder	Select
Barbara Domenzain	Teacher
Carolyn Litke	Teacher
Alexandra Flores	Teacher
Andrea Cisneros	Teacher
Kathy Yale	Dist Emp Relations Council Rep
Mapy Lugo	Campus Non-Tch Prof
Brian Sinclair	District-level Staff
Jennie Torres	Parent
Tom Crow	Business Rep
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD

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

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 146-MH Moore ES

Principal: Liz Yoder

Data Sources Used Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	No	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	No	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
Demographics	1.	Increased student enrollment	1.	Increase Attendance	1.	Mincrease the number of teaching staff to reduce numbers in the classroom
	2.	Supportive Parents & Community	2.	Stronger Communication to Community	2.	More Teacher Assistants to support teachers
	3.	Supportive School Board Members	3.	Increased student enrollment		
Student Achievement	1.	Highly qualified and trained teaching staff	1.	Reduce student / teacher ratio to 22-1	1.	Reduce student / teacher ratios
	2.	Attendance	2.	Teacher accountability for learning	2.	Teacher Assiastants
	3.	Mathematics instruction	3.	Teacher documentation (Rti)	3.	Team teaching/co-teaching
School Culture and Climate	1.	STEM Programing at kinder - 5th	1.	PTA support	1.	Restructure Grade Levels
	2.	Shared Vision & safe school	2.	Continue Community events		
	3.	Collaborative Efforts- vertical articulation in pyramid and within grade levels across schools - PLTW	3.	Continuity of leadership		
Staff Quality/ Professional Development	1.	Campus led trainings are addressing campus needs	1.	Training New Staff on PLTW, Thinking Maps	1.	Money for training teachers
			2.	New Training for second PLTW module	2.	Consultant fees
			3.	District Trainings are not supporting schools needs	3.	Extra Duty Pay for continuing Professional Development
Curriculum, Instruction, and Assessment	1.	Teacher Creativity	1.	More TEKS focused materials at all grade levels	1.	Technology- bandwidth, support, upkeep, charging tray
	2.	FWISD Curriculum Dept. Reviewed PLTW content for alignment	2.	Increase quality Literascy availability - MyOn	2.	Consultant fees

					3. Purchase new module materials and replenish consumables from module one. Materials and supplies to accommodate increased enrollment
Family and Community Involvement	1.	Summit, Parent Community Forums, Collaboration with PTAs	1.	Calendar of events and activities for parent and community involvement	1. Time for design team to meet and plan calendars
	2.	Engineer's Week	2.	Share the vision of possibilities with parents and students	2. Time for Design Team to meet and plan calendar
	3.	Campus Visits by parents to tour Middle and High School	3.	Additional community business connections and communication	3. Lockheed and or other business tour for students and parents
School Context and Organization	1.	Administration is consistent and collaborative	1.	Need to plan school schedules/ master calendar to include dyslexia/ GT pullout	1. Creative schedule to encompass needs
			2.	Need help with internal and external planning, space, scheduling & tutor communication	2. Support for administrators to manage materials, schedules, rosters

2016-17 CEIP for 146-MH Moore ES

Budget Summary

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	3,000	0	0	0	0	0	\$ 3,000
Tier I Instruction	7,599	0	0	0	0	12,000	\$ 19,599
School Readiness	3,000	0	0	0	0	0	\$ 3,000
Third Grade Reading	17,500	0	0	0	0	0	\$ 17,500
Campus Needs Assessment	4,000	0	0	0	1,000	0	\$ 5,000
TOTAL	\$ 35,099	\$ -	\$ -	\$ -	\$ 1,000	\$ 12,000	\$ 48,099
Allocations	-	-	-	-	-	-	-
Percent Budgeted	NA	NA	NA	NA	NA	NA	NA

Compensatory Education Fund - FTEs

2016-17 CEIP for 146-MH Moore ES

Professional Development Action Plan

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Professional development will impact all content areas Pk-5
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
1,3,4	LEP	PLC unpacking the standards	adms, DA	9/7/2016	PLC		during Wednesday PLCs
1,3,9	LEP	walk throughs and teacher to teacher observations will monitor implementation of professional development	adms, teachers	ongoing	Faculty Mgt/PLC		during Wednesday PLCs
1,3,4	LEP	PD for 1-3 over strong practices found in a WW class	adms, lead literacy teacher	16-Nov	Pull-Out/PLC	Title I	\$ 1,000.00 andrade leads district PD from summer on WW buy books
1,3,4	LEP	Book study on Marzano's building background knowledge/vocabulary	adms, teachers	ongoing	Faculty Mgt	Title I	\$ 2,000.00
1,3,4	LEP	structured PLC meetings that allow for study of student work, unpacking standards and planning for future lessons	adms, DA, teachers	ongoing	PLC		unpacking standards PD, Wednesday PLCs
1,3,4	LEP	Consistent use of Achieve 3000	teachers, T1 comp lab asst	ongoing	Faculty Mgt/PLC	Title I	Achieve 3000 trainers
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

2016-17 CEIP for 146-MH Moore ES

Principal: Liz Yoder

Tier I Instruction Action Plan

Leadership Director: Xavier Sanchez

District Strategic Plan Alignment	Goal:	1. Increase Student Achievement
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	teachers will plan and prepare meaningful lessons with little wasted transition time so that students remain engaged in active learning so that students reach mastery level of the lesson.
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Title I Component	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,9	LEP	Moby Max for math used during math centers and	teachers and T1	ongoing		Title I	\$ 699.00	to be used as a diagnostic
1,9	LEP	AR for all students to push students to read more and thus	teachers,	ongoing		Title I	\$6,900.00	
1,3,8	LEP	PLTW is being used in grades (K-5) to promote robotics	teachers,	ongoing	Faculty Mgt	Other		I'm not sure how much \$
1,3,8,9	LEP	teachers will collaborate during PLCs to strengthen and	adms, teachers,	ongoing	Faculty			
1,9	LEP	data will be analyze and organized on google doc so all	adms, teachers,	ongoing	Faculty			
1,3,4	LEP	PLC unpaking the standards	adms, DA	9/7/2016	PLC			during Wednesday PLCs
1,9,3	LEP	use Achieve 3000 to teach reading standards and content	teachers and	ongoing				second grade science
1,3,9	LEP	use strategies learned in book study to build vocabulary.	teachers, adm	ongoing	Faculty Mgt		\$2,000.00	read and discuss book
1,9	LEP	supplies and materials for all students to supplement	adm, DA	ongoing			#####	
2, 4	LEP	adm team will meet and look at data, both qualitative and	adms	ongoing				discusson about what
1,9,3	LEP	use information from Smarty Ants to develop learning	teachers, DA, TA	ongoing	After Sch/			
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 146-MH Moore ES

School Readiness Action Plan

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

District	Goal:	1. Increase Student Achievement Priority: Kindergarten Readiness
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	All early childhood students will be ready for first grade academically, socially and emotionally.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,9	LEP	teachers will identify HF words that are appropriate for student and use appropriate, targeted, evidenced based strategies to help students recognize these words.	teachers	ongoing	Faculty Mgt/PLC			
1,9,3	LEP	use Achieve 3000 to teach reading standards and content information	teachers	ongoing				Smarty Ants training
1,7,10	LEP	implement a phonics program to help students lacking in word attack skills - use saxon phonics or reading mastery (looking into availability)	teachers	ongoing		Title I	\$ 3,000.00	
1,9	LEP	teachers will understand how to unpack standards so that planning of engaging lessons that meet the standard will happen	adm, DA, teachers	ongoing	PLC			Wednesday PLC
1, 9, 3	LEP	PD specific for PrK/K to unpack standards and plan for activities that meet the academic, social and emotional needs of our students	adm, DA, teachers	monthly	Faculty Mgt/PLC			possible supplemental reading strategies: Reading Rosie for parents, Go Noodle to reinforce learning through movement
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 146-MH Moore ES

Third Grade Reading Action Plan

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

District	Goal:	1. Increase Student Achievement Priority: 3rd Grade Reading
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	All students will make a 200 point growth in Lexile levels as measured by Achieve 3000
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		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1,3,8,9	LEP	all students will participate in our AR program	teachers, librarian, adm	ongoing		Title I	\$ 6,000.00	purchase AR for campus through the district
1,9,3	LEP	use Achieve 3000 to teach reading standards and content information	teachers, adm	ongoing				
1,3,8,9	LEP	dyslexic students will receive daily intervention by trained dyslexic teacher	dyslexic teacher	ongoing				pullout district program
1,3,8,9	LEP	students not reading fluently will receive daily intervention from Rite Flight program	adm, DA, title 1 assistants	ongoing		Title I		rite flight program from scottish right
1,9,3	LEP	teachers will consistently use SGGR with strategic learning centers	adm, teachers	ongoing				
1,9,3	LEP	students will be screened monthly for F&P reading levels	teachers, DA, adms	ongoing				levels will be documented on our google doc data form
1,3,9,	LEP	Push in and after school support for struggling students	teachers, DA, TI TA	ongoing		Title I	\$ 2,500.00	
1,3,9	LEP	classroom reading materials to supplement reading street and reinforce student expectations	teachers	ongoing		Title I	\$ 4,000.00	ex. Mentoring minds
1,3,9	LEP	use strategies discussed from Marzano book study	adms, teachers	ongoing		Title I	\$ 2,000.00	
1,3,7,10	LEP	implement phonics program to help students develop word attack skills - possibly use saxon phonics or reading mastery	teachers	ongoing	Faculty Mgt	Title I	\$ 3,000.00	
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 146-MH Moore ES

Campus Needs Assessment Action Plan

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

District Strategic Plan Alignment	Goal:	3. Enhance Family & Community Engagement
	Objective:	3.1 Empower parents and the community to be full partners in students' educational success
	Strategy:	3.1 Connect families and community to opportunities to expand their knowledge
	Measure:	3.1 Family engagement and involvement in student success

Focus	Continue to build a strong home-school relationship.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,6		coffee with the counselor	counselor and Ms. Pat	monthly		Title I	\$ 500.00	supplies for meeting
1,6		morning meetings with Ms. Pat to discuss upcoming events and ways to help your children at school	principal and Ms. Pat	every two months		Title I	\$ 500.00	family school title one communicator
1, 6		communicating with parents about school news and activities through facebook, website and notes home	Hice, Duran, Yoder	as needed				these updates are weekly most of the time
1,6		community projects for our school, ex garden club, building benches (dads head up)	Ms. Pat, counselor principal	a couple times per semester		Other	\$ 1,000.00	IFF
1,6		Meals for Minds Pantry	Food bank of North Texas, principal and counselor	monthly				school supplies room, food bank supplies the rest
1,6		facebook page includes updates and parent as teachers information	principal, weisner and duran	weekly				
1,6		Museum Night and Museum Festival night	Piersall and Yoder	one per semester		Title I	\$ 1,500.00	
1,6		Literacy Night	literacy committee	fall semester		Title I	\$ 500.00	
1,6		Math Night	math committee	fall semester		Title I	\$ 500.00	
1,6		PLTW Night	science committee	spring semester		Title I	\$ 500.00	
1,6		Musical - grade level	Hice	monthly				
1,6		Walking School Bus	Coach	october				
1, 6		PTA meetings, carnival and school's 60th birthday party	adms, Hoad, PTA board, teachers, staff	ongoing, october and TBD for parv		Other		working closely with PTA to support our students and community
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						