

146-MH Moore ES

Liz Yoder

Xavier Sanchez

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 146-MH Moore ES

Principal: Liz Yoder

Executive Director: Xavier Sanchez

## State Accountability Status

**Met Standard**

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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### Campus Mission/Vision Statement

*Imagine Moore, Believe Moore, Achieve Moore*

### 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

**Select** 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>	77
Domain 2: <b>School Progress</b>	87
Domain 3: <b>Closing The Gaps</b>	84

## SBDM Members

Name	Role
Liz Yoder	Select
Mapy Lugo	Dist Emp Relations Council Rep
Sean Russell	District-Level Staff
Brett Wiesner	Business Rep
Dayami Sijo	Community Rep
Alexandra Flores	Teacher
Andrea Cisneros	Teacher
Bradley O'Bannon	Teacher
Norma Camacho	Parent
Yvonne Vasquez	Community Rep
Itze Serrato	Parent
Christopher Gasca	Teacher
	Select
	Select
	Select
	Select
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	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:** MH Moore

**Principal:** Liz Yoder

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	Yes	Fund Balance
	Yes	Instruction	No	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	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.	high attendance 96.4% (one of	1.	want to decrease the number of	<b>1. demonstrate alignment of instructional</b> <b>2. early identification of the needs of our students'</b> <b>3. Increasing meaningful parent/family</b> <b>4.</b> <b>5.</b>	
	2.	low mobility rate; about 11%				
<b>Student Achievement</b>	1.	growth as demonstrated on	1.	Lower grades' phonics needs to		
	2.	Top 10 or 25% in district for	2.	upper grades' comprehension on		
	3.	TEA star of distinction for Index	3.	writing workshop needs to become		
<b>School Culture and Climate</b>	1.	positive postcards, office	1.	student survey		
	2.	attendance rewards, individual,	2.	grade level conferences at the		
	3.	after school clubs with topics				
<b>Staff Quality/ Professional Development</b>	1.	strong staff who think out of	1.	teachers observing each other for		
	2.	positive and professional staff	2.	specific PD on writing workshop that		
	3.	staff meet and communicate				
<b>Curriculum, Instruction, and Assessment</b>	1.	staff discuss instructional	1.	would like common language for		
	2.	objective driven instruction	2.	campus based quick check... same		
	3.	staff use data and assessments	3.	stronger WW program		
<b>Family and Community Involvement</b>	1.	Museum Nights	1.	more content based family nights,		
	2.	proud of our STEM program	2.	robotics team		
	3.	PTA that puts kids first	3.	wish for more parent volunteers		
<b>School Context and</b>	1.	FWAS	1.	tighten up schoolwide expectations		

<b>Organization</b>			
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	→ 146-MH Moore ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 32,343	\$ 5,928		\$ 1,572	\$ 151	\$ 1,433	\$ 154,986	196,413

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

**Budget Summary**

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

**Summary by Fund Source**

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	600	0	0	0	0	0	133,250	\$ 133,850
Campus Needs - Student Achievement	0	0	0	0	0	0	3,400	\$ 3,400
Campus Needs	0	0	0	0	0	0	800	\$ 800
Parent/Family Engagement Health Related	0	0	0	0	0	0	2,300	\$ 2,300
<b>TOTAL</b>	<b>\$ 600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 139,750</b>	<b>\$ 140,350</b>
<b>Allocations</b>	<b>32,343</b>	<b>5,928</b>	<b>-</b>	<b>1,572</b>	<b>151</b>	<b>1,433</b>	<b>154,986</b>	196,413
<b>Percent Budgeted</b>	2%	0%	NA	0%	0%	0%	90%	71%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount	\$ 3,000.00						
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: Liz Yoder

Leadership Director: Xavier Sanchez

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% 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>	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
		Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	36%	46%
1.1	Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	25%	40%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	50%	75%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	30%	45%	EOY
1.3	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	60%	80%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	2,3,9	screen all K-1 students using multiple screenig tools (ex F&P, Next Steps Forward in Guided Reading, Smarty Ants) to student baseline needs and develop interventions.	teachers, adm	30-Sep	PLC	Title I	\$ 450.00	Achievement
2	2,3,9	allignment between classes and curriculum will be evident, especially during SGGR period	teachers, adm	year	PLC	Title I	\$ 800.00	Achievement
3	9	push in and pull out assistance will be provided to Tier 3 students in K-3 students by Title 1 TAs and data analyst	teachers, adm, Sijo	year		Title I	\$ 132,000.00	Progress
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6	2,3	monitor the usage of Smarty Ants for student progress	teachers, adm	year		Local	\$ 300.00	Progress
7	2,3	monitor the usage of Achieve 3000 at 2 lessons a week at 75% first time passing	teachers, adm	year		Local	\$ 300.00	Achievement
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# 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Liz Yoder

# Student Outcome Goals Progress Monitoring

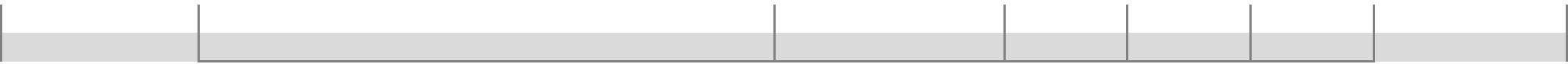
Leadership Director: Xavier Sanchez

<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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Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 36 to 46 percent.	BOY %	MOY %	EOY %	Target %	Difference
Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool		25.0%	35.0%	40.0%	40%	0.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		50.0%	63.0%	75.0%	75%	0.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		60.0%	70.0%	80.0%	80%	0.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	1-(Achievement) screen all K-1 students using multiple screenig tools (ex F&P, Next Steps Forward in Guided Reading, Smarty Ants) to student baseline needs and develop interventions.	data document will be available that shows each students' level and needs. this will be updated with each students' data each 6 weeks	On Target			
2	2-(Achievement) allignment between classes and curriculum will be evident, especially during SGGR period	inclusion of SGGR in weekly instructional focus, PD and walk through feedback	On Target			
3	3-(Progress) push in and pull out assistance will be provided to Tier 3 students in K-3 students by Title 1 TAs and data analyst	TA schedules, pullout/pushin groupings that are fluid and revisited each week.	On Target			
4	6-(Progress) monitor the usage of Smarty Ants for student progress	adm will monitor lesson completion report weekly	On Target			
5	7-(Achievement) monitor the usage of Achieve 3000 at 2 lessons a week at 75% first time passing	adm will monitor lesson completion and 75% passing first attempt reports weekly	On Target			
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Liz Yoder

Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

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 (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	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 10 points		63.00%	41.00%	15.00%	73.00%	51.00%	25.00%
Goal 2	Reading - Percent of students in tested grade levels performing at Meets and Masters Grade Level as measured by the STAAR standard in Reading will increase by 10 points			46.00%	21.00%		56.00%	31.00%
Goal 3								
Goal 4								

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,9	identify baseline writing needs to create action steps for the year	teachers, adm	10/30/2018	PLC	Title I	\$ 200.00	Progress
2	1,2,9	tutoring/writing camp will be incorporated to fine tune gaps	teachers	year	After Sch	Title I	\$ 1,000.00	Progress
3	1,2,9	writing instruction will be monitored for evidence of intentional instruction towards conventions and writing piece	teachers, adm	year		Title I	\$ 200.00	Progress
4	1,2,9	identify baseline reading needs based on Achieve 3000 lexile, F&P screening and Rite Flight fluency screening	teachers, adm	year	PLC	Title I	\$ 200.00	Progress
5	1,2,9	tutoring will be incorporated to fine tune gaps in learning	teachers	year	After Sch	Title I	\$ 1,000.00	
6	1,2,9	reading instruction will be monitored for evidence of intentional instruction towards SGGR, Notice and Note in fiction and nonfiction reading pieces	teachers, adm	year	PLC	Title I	\$ 800.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

**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
		Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 10 points					
Reading - Percent of students in tested grade levels performing at Meets and Masters Grade Level as measured by the STAAR standard in Reading will increase by 10 points							

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	identify baseline writing needs to create action steps for the year	4th grade team Plan of Action based on writing inventory, Lesson Plans specific to WW, evidence of teacher conferencing and writing folder checks	On Target			
2	tutoring/writing camp will be incorporated to fine tune gaps	4th grade team Plan of Action based on writing inventory, Lesson Plans specific to WW, evidence of teacher conferencing and writing folder checks	On Target			
3	writing instruction will be monitored for evidence of intentional instruction towards conventions and writing piece	4th grade team Plan of Action based on writing inventory, Lesson Plans specific to WW, evidence of teacher conferencing and writing folder checks. walk throughs, LPs, PLC notes and studying student work will also be a piece of implementation evidence.	On Target			

4	<p>identify baseline reading needs based on Achieve 3000 lexile, F&amp;P screening and Rite Flight fluency screening</p>	<p>all 3rd, 4th and 5th grade level literacy teachers will implement Notice and Note PD 4x's/wk, Achieve 3000 lessons will be completed 2x's/wk and monitored for 75% passing first time, and student data will be monitored in the data document to show student growth.</p>	On Target			
5	<p>tutoring will be incorporated to fine tune gaps in learning</p>	<p>all 3rd, 4th and 5th grade level literacy teachers will implement Notice and Note PD 4x's/wk, Achieve 3000 lessons will be completed 2x's/wk and monitored for 75% passing first time, and student data will be monitored in the data document to show student growth.</p>	On Target			
6	<p>reading instruction will be monitored for evidence of intentional instruction towards SGGR, Notice and Note in fiction and nonfiction reading pieces</p>	<p>all 3rd, 4th and 5th grade level literacy teachers will implement Notice and Note PD 4x's/wk, Achieve 3000 lessons will be completed 2x's/wk and monitored for 75% passing first time, and student data will be monitored in the data document to show student growth. walk throughs, LPs, PLC notes and studying student work will also be a piece of the implementation evidence.</p>	On Target			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

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	Student Progress - Percent of students meeting expected or above growth in Math will increase from 77% to 80%	77%	80%	30-May
	Goal 2				EOY
	Goal 3				EOY
	Goal 4				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	Model Drawing problem strategy will be implemented campus wide	pate, teachers, adm	all year	PLC	Title I	\$ 800.00	Achievement
2	1,2,9	early identification of the student needs will be identified by teacher created assessments and MAP	teachers, adm	9/30/2018	PLC			Progress
3	1,2,9	all grades will implement the problem solving model (Model Drawing) and be discussed in walk through feedback, PLC discussions and studying of student work	teachers, adm	year	PLC			Progress
4	1,2,9	student support for all level of students with intentional data tracking (pullout and/or small group)	teachers, data analyst, adm	year				Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Liz Yoder

Leadership Director: Xavier Sanchez

Opportunity	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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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Student Progress - Percent of students meeting expected or above growth in Math will increase from 77% to 80%	77.0%	78.0%	80.0%	80%	0.0%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	early identification of the student needs will be identified by teacher created assessments and MAP	walk throughs, lesson plans, PLC agenda notes, and studying student work	On Target			
2	all grades will implement the problem solving model (Model Drawing) and be discussed in walk through feedback, PLC discussions and studying of student work	walk throughs, lesson plans, PLC agenda notes, and studying student work	On Target			
3	student support for all level of students with intentional data tracking (pullout and/or small group)	walk throughs, lesson plans, PLC agenda notes, and studying student work	On Target			
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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: Liz Yoder

Leadership Director: Xavier Sanchez

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	Parent/family participation in at least 2 campus-based events will increase from 200 participants to 300 participants in our Science Nights (museum and PLTW).	30%	40%	30-May
	Goal 2				
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	ex. 1, 3,	promote Science Museum Night	Science committee and Parent Liaison	Sep-18		Title I	\$ 900.00	FAMILY
2	1,3	promote Science Festival Night	Science committee and Parent Liaison	May-18		Title I	\$ 900.00	FAMILY
3	1,3	encourage participation in PLTW Summit	Science committee and Parent Liaison	May-18		Title I	\$ 500.00	FAMILY
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