

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 127 - Moss ES, Christene C.

Principal: Staten, Charla

Executive Director: Shawn Buchanan

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

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.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

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.

School Profile

Student Enrollment by Program

Attendance Rate: 95.9
Special Education: 7.2
Dual Language/ESL: 31.8
Gifted and Talented: 6.9

Career and Technology: 0
Percentage of at-risk students: 69.1
Percentage of English Language (EL) students: 27.3
Percentage of economically disadvantage students: 90

2019-2020 Campus Site-Based Committee

Name	Role
Charla Staten	Principal
Regina Blair	Teacher
Gabrielle Roundtree	Parent
Gregory Franklin	Business Representative
Jack Crane	Community Representative
Latonya Copeland	District Level Staff
Katherine McGregor	Teacher
Mocha Roberts	Campus Non-Teacher Professional
Arlinda Brown	District Employee Relations Council Representative
Lasheika Mayfield	Additional Representative Appointment
Ramon Munguia	Other
Marion Evans	Campus Non-Teacher Professional
Anthony Floyd	Business Representative
Jacqueline Taylor	Community Representative
Brittany McCarty	Teacher
Kristy Forbes	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Moss ES, Christene C..The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 65	83 - Met Standard
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 78	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 1
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 1	

Campus Assurances and Certification for the 2019-2020 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 Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	<ol style="list-style-type: none"> School attendance ranges from 94.7% to 96.3% throughout the school year. 	<ol style="list-style-type: none"> Prekindergarten demonstrates the lowest attendance rate per Six Weeks ranging from 91.7% to 94.8% Mobility Rate has increased from 16% in 2017-2018 school year to 24% in 2018-2019 school year. 	<ol style="list-style-type: none"> Provide Professional Development within content areas and best instructional strategies based on teacher's individual and campus needs. Consistently utilize data to drive instructional decisions and monitor its impact on student achievement. Increase student proficiency in English Language Arts.
Student Achievement	<ol style="list-style-type: none"> Earned 2 distinctions from TEA: Student Growth and Closing the Achievement Gap. Mid year 4th Grade Writing and 5th Grade Reading Benchmark scores increased at least 11% to 30%. 	<ol style="list-style-type: none"> 1st-3rd grade students are performing below grade level expectations from a range of 50%- 60% not reading on grade level according to Fountas and Pinnell Assessments. 4th grade writing was 44% on the 2018 STAAR which demonstrates that the students lack proficiency in writing. 	<ol style="list-style-type: none">
School Culture and Climate	<ol style="list-style-type: none"> According to the Campus Based Assessments, the teachers stated that the school's climate is positive and family oriented. On grade level teams, individuals are able to work collaboratively according to school survey. On campus survey, parents stated they "feel welcomed" while on the campus. 	<ol style="list-style-type: none"> Professional development needed for how to manage social emotional students. Teacher attendance shows that the year to date is 93.7%. Student discipline shows that there was an increase from the year to date with 56 student referrals as of March 2019. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Professional Learning Meetings are designed around one or two main focus for the semester. Moss Lifeline Help Sessions and the use of the Coaching Model has assisted with teacher capacity. Teacher Leaders attend Teaching Trust Professional Development sessions and have implemented best practices with fidelity. 	<ol style="list-style-type: none"> There are 17 teachers on the campus who have 0-5 years of experience. At least 55% of the teachers are proficient with Deconstructing TEKS and Lesson Alignment. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Teachers have implemented Instructional Planning Calendars to map out Instruction. Weekly Data Meetings have been implemented with 2nd-5th grade teachers. 	<ol style="list-style-type: none"> Consistency with LLI implementation and fidelity to all components amongst all grade levels. Consistency with PLC vertically and horizontally to ensure best practices are shared within the content areas. Two different documents are utilized with the IPC and lesson plans which it makes it difficult to manage. 	
Family and Community Involvement	<ol style="list-style-type: none"> Parent communication has increased due to the weekly "Eagle Eye News" sent home with students in English and Spanish about upcoming events and academic updates. Students who are in need of food for the weekend receive a backpack with food items weekly for the weekend. Parenting classes were implemented with an increase of parent participation. 	<ol style="list-style-type: none"> Survey of family needs in regards to community resources to ensure alignment of resources with the need. Conduct student led conferences so that parents are informed of students progress. 	

School Context and Organization

1.	Teachers received 60 minutes daily for planning periods.	1.	After school Student clubs and enrichment programs to draw more student interest in schools.
2.	Instructional Coaches were assigned to each teacher to mentor and instructional support.	2.	Create a system for PLC's, Weekly Data Meetings, and RTI to be implemented weekly.
3.		3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 127 - Moss ES, Christene C.

Principal: Staten, Charla

Executive Director: Shawn Buchanan

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	53.85	25.00	11.54	70	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase reading comprehension by 2 or more reading levels in third grade as measured by Fountas and Pinnell Benchmark System by providing quality interventions using the Leveled Literacy Intervention Kit.	<ol style="list-style-type: none"> 1. Provide on campus training to new staff members on how to use F&P Benchmark System by Aug 2019. 2. Access all students F&P BOY, MOY, and EOY by Sept 2019, Jan 2020, and May 2020. 3. Conduct groups w/ degreed & non degreed tutors based on F&P data and track data w/ the campus tutors starting Sept 2019. 4. Progress monitor student growth weekly and track data using a shared document starting Sept 2019 to May 2020. 5. Purchase supplies and materials starting Sept to Dec 2019. 	Instructional Leadership	5/1/2020	Title I	14,000	Not Started	
2 Title I	Increase student's Lexile Levels as measured by Achieve 3000 to 545L to 760L or above.	<ol style="list-style-type: none"> 1. Provide Professional Development to staff members in Achieve 3000 by August 2019. 2. Have Goal Setting Conference with students on Achieve 3000 benchmark data by September 2019. 3. Students, Teachers, and Campus track student progress weekly starting September 2019-May 2020. 4. Monitor and celebrate student progress weekly through a campus-wide incentive program starting in September 2019- May 2020. 	Teacher(s)	5/1/2020	Title I	5,648	Not Started	
3 Title I	Increase student reading fluency rate and sight word knowledge by 20% as measured by MAP assessment for K-2 grade.	<ol style="list-style-type: none"> 1. By Nov 2019, provide teachers with PD on how to identify students with learning difficulties and how to provide differentiation. 2. Access all students F&P BOY, MOY, and EOY by September 2019, Jan 2020, and May 2020. 3. Create a word work and fluency center for K-2 Literacy classrooms by Sept 2020. 4. Provide Professional Development on how to use the prompting guides and how to effectively take anecdotal notes by Jan 2020. 5. Create a P.O for STAR Renaissance for for K-2 by Sept 2019. 	Teacher(s)	5/1/2020	Local (Basic Allotment)	500	Not Started	

4	Title I	Decrease the achievement gap by 15% in literacy with identified at-risk students as measured by STAAR.	<ol style="list-style-type: none"> 1. Identify all At-Risk students and create a student support plan by Oct 2020. 2. Monitor students attendance, failing rates, and discipline and conduct home visits starting September 2019 through May 2020. 3. Provide after school tutoring on instructional gaps for students by February 2020. 	Student Support Services	4/30/2020	SCE	2,748	Not Started	
5	Title I	Increase the percentage of students with Meets from 25% to 35% as measured by STAAR in third grade Reading.	<ol style="list-style-type: none"> 1. Administer BOY evaluation for baseline data and identify students in each Tier by September 2019. Meet with each student to set academic goals for the 2019-2020 school year by September 2019. 3. Conduct small group instruction by September 2019. 4. Attend Professional Development with an emphasis of best instructional practices by March 2020. 5. Monitor and track student progress starting September 2019- May 2020. 6. Utilize tutoring and push in support starting Sept 2019. 	Principal	5/29/2020	Local (Basic Allotment)	7,537	Not Started	
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 127 - Moss ES, Christene C.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Reading will increase from	53%	70%

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Using the Weekly Data Meeting framework, 85% teachers will determine the misconceptions and best reteaching methods of the highest leverage TEKS from recent assessments.	<ol style="list-style-type: none"> Determine the logistics of the WDM including the assigned facilitators, teachers and schedule by Aug 2019. Provide PD to Facilitators and Teachers by Sept 2020 of the WDM expectations. Implement a document to track entry and exit data of the WDM by Sept 2020. By Mar 2020, record WDM meetings and Reteaching lessons to determine alignment of the instructional strategies suggested. Instructional Coach will facilitate the WDM. Purchase technology for quick response by Dec. 	Principal	5/1/2020	Title I	70,000	Not Started	
2 Title I	85% of teachers will implement best instructional Literacy strategies as measured by classroom walkthroughs and feedback.	<ol style="list-style-type: none"> During Professional Learning Meetings/Communities, teachers will conduct a book study of The Reading Strategies by March 2020. Teachers will bring student artifacts of best instructional practices that were utilized in the classroom by December 2019. Conduct vertical planning PLC's to share best practices within the learning community to create Instructional Planning Calendars within each six week period until May 2020. Utilize subs for teacher for pull out sessions. 	Teacher(s)	3/30/2020	Local (Basic Allotment)	17,000	Not Started	
3 CTE	Teachers will increase student's critical thinking skills through the use of Thinking Maps.	<ol style="list-style-type: none"> Provide Thinking Maps training to teachers by October 2019. Teachers will bring student artifacts of best instructional practices that were utilized in the classroom by December 2019. Monitor the use of thinking maps through classroom walkthroughs and feedback from October 2019-May 2020. 	Teacher(s)	12/21/2019	Gifted & Talented	245	Not Started	
4 SPED	Decrease the achievement gap in Reading of Special Populations by 5% as measured STAAR.	<ol style="list-style-type: none"> By November 2019, provide teachers with training on how to identify students with learning difficulties and how to provide differentiation strategies to support students. Conduct PLC's with the SPED/Inclusion teachers and General Ed Teachers to discuss best practices for current students with Learning difficulties from September 2019-May 2020. Track student progress using intervention resources by October 2019. 	Principal	4/1/2020	Special Education	3,468		

5	Title I	Provide tutoring and enrichment tutoring sessions to ensure student growth.	<ol style="list-style-type: none"> 1. Identify students by tiers to determine the type of support they will receive after school and on Saturday. 2. Begin Saturday Enrichment Camp to focus for Tier II and Tier I students by February 2020. 3. Pay for teachers to tutor after school and Saturdays. 4. Purchase supplies and materials. 	Assistant Principal	5/11/2020	Title I	7,500		
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 127 - Moss ES, Christene C.

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	29	100	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	78	50	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	50	75	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase parent communication of student's academic progress as measured by the number of parent utilizing Parent Portal.	<ol style="list-style-type: none"> 1. Inform parents of how to register with Parent Portal by September 2020. 2. Conduct at least 2 Parent Conferences/Open House to explain student growth by April 2020. Teachers will have subs. 3. Inform parents of by letter explaining benchmark results for BOY, MOY, and EOY from September 2019 through May 2020. 4. Conduct a schoolwide competition of the number of parents registered on the campus with incentives. 	Other	5/22/2020	Title I	4,000	Not Started	
2 Title I	Increase the number of parent volunteers and engagement activities on the campus to promote family support as measured by the District Survey from 2.92 to 3.15.	<ol style="list-style-type: none"> 1. Schedule and promote family nights and day programs that encourage volunteers by Aug 2019. 2. Provide a sign in sheet that encourages volunteer opportunities by Sept 2019. 3. Biweekly provide parenting classes to parents by Oct 2019. 4. Inform parents of weekly events via school newsletter, social media, and email starting Aug 2019 -May 2020. 5. Establish a ProDads group by November 2019. 6. Purchase supplies and materials for Parent Engagement activities. 	Student Support Services	5/1/2020	Title I	12,000	Not Started	
3 Title I	Decrease the number of office referrals of African American males as measured by the campus Data Cycle Report. by 25%.	<ol style="list-style-type: none"> 1. Provide PD on how to support Tier III students by Nov 2019. 2. Identify at risk students and determine best practices for behavioral support with teachers by Oct 2019. 3. Create individual behavior support plans for identified Tier III students 4. Conduct counseling support & Home Visits of identified students during the day as a intervention support from Sept. 2019 to May 2020. 5. Create individual behavior support plans for identified Tier III students by Dec 2020 as needed. 	Assistant Principal	3/31/2020	Title I	2,500	Not Started	

4	Title I	Increase the number of wellness engagement activities to promote healthy lifestyles as measured by the Wellness Coordinator Checklist	<ol style="list-style-type: none"> 1. Conduct a Walk to School Bus with YMCA Silver Sneakers by Oct 2019. 2. Plan student and family engagement activities to promote healthy lifestyles by March 2020. 3. Conduct Parenting Classes that promote healthy cooking by March 2020. 4. Participate in special awareness weeks to encourage awareness of healthy lifestyles by May 2020. 5. Purchase supplies and materials by March 2020. 	Teacher(s)	5/15/2020	Title I	2,500		
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

