Fort Worth Independent School District
2019-2020 Campus Improvement Plan

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

| Attendance Rate: 95.9 | Career and Technology: 0 |
| Special Education: 7.2 | Percentage of at-risk students: 69.1 |
| Dual Language/ESL: 31.8 | Percentage of English Language (EL) students: 27.3 |
| Gifted and Talented: 6.9 | Percentage of economically disadvantaged students: 90 |

2019-2020 Campus Site-Based Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charla Staten</td>
<td>Principal</td>
</tr>
<tr>
<td>Regina Blair</td>
<td>Teacher</td>
</tr>
<tr>
<td>Gabrielle Roundtree</td>
<td>Parent</td>
</tr>
<tr>
<td>Gregory Franklin</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Jack Crane</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Latonya Copeland</td>
<td>District Level Staff</td>
</tr>
<tr>
<td>Katherine McGregor</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mocha Roberts</td>
<td>Campus Non-Teacher Professional</td>
</tr>
<tr>
<td>Lasheika Mayfield</td>
<td>Additional Representative Appointment</td>
</tr>
<tr>
<td>Ramon Mungia</td>
<td>Other</td>
</tr>
<tr>
<td>Marion Evans</td>
<td>Campus Non-Teacher Professional</td>
</tr>
<tr>
<td>Anthony Floyd</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Jacqueline Taylor</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Brittany McCarty</td>
<td>Teacher</td>
</tr>
<tr>
<td>Kristy Forbes</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Moss ES, Christene C. The 85th Texas Legislature 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.

<table>
<thead>
<tr>
<th>State Accountability Ratings by Domain</th>
<th>Overall Performance Accountability Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Student Achievement 65</td>
<td>83 - Met Standard</td>
</tr>
<tr>
<td>Domain 2: School Progress 85</td>
<td></td>
</tr>
<tr>
<td>Domain 3: Closing The Gaps 78</td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Area Reviewed</th>
<th>Summary of Strengths</th>
<th>Summary of Needs</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>1. School attendance ranges from 94.7% to 96.3% throughout the school year.</td>
<td>1. Prekindergarten demonstrates the lowest attendance rate per Six Weeks ranging from 91.7% to 94.8%</td>
<td>1. Provide Professional Development within content areas and best instructional strategies based on teacher’s individual and campus needs.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2. Mobility Rate has increased from 16% in 2017-2018 school year to 24% in 2018-2019 school year.</td>
<td>2. Consistently utilize data to drive instructional decisions and monitor its impact on student achievement.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
<td>3. Increase student proficiency in English Language Arts.</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>1. Earned 2 distinctions from TEA: Student Growth and Closing the Achievement Gap.</td>
<td>1. 1st-3rd grade students are performing below grade level expectations from a range of 80%-60% not reading on grade level according to Fountas and Pinnell Assessments.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>2. Mid year 4th Grade Writing and 5th Grade Reading Benchmark scores increased at least 11% to 30%.</td>
<td>2. 4th grade writing was 44% on the 2018 STAAR which demonstrates that the students lack proficiency in writing.</td>
<td>5.</td>
</tr>
<tr>
<td>School Culture and Climate</td>
<td>1. According to the Campus Based Assessments, the teachers stated that the school’s climate is positive and family oriented.</td>
<td>1. Professional development needed for how to manage social emotional students.</td>
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<tr>
<td></td>
<td>2. On grade level teams, individuals are able to work collaboratively according to school survey.</td>
<td>2. Teacher attendance shows that the year to date is 93.7%.</td>
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<tr>
<td></td>
<td>3. On campus survey, parents stated they “feel welcomed” while on the campus.</td>
<td>3. Student discipline shows that there was an increase from the year to date with 56 student referrals as of March 2019.</td>
<td></td>
</tr>
<tr>
<td>Staff Quality/ Professional Development</td>
<td>1. Professional Learning Meetings are designed around one or two main focus for the semester.</td>
<td>1. There are 17 teachers on the campus who have 0-5 years of experience.</td>
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<td></td>
<td>2. Moss Lifeline Help Sessions and the use of the Coaching Model has assisted with teacher capacity.</td>
<td>2. At least 55% of the teachers are proficient with Deconstructing TEKS and Lesson Alignment.</td>
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<td></td>
<td>3. Teacher Leaders attend Teaching Trust Professional Development sessions and have implemented best practices with fidelity.</td>
<td>3.</td>
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<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>1. Teachers have implemented Instructional Planning Calendars to map out instruction.</td>
<td>1. Consistency with LLI implementation and fidelity to all components amongst all grade levels.</td>
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<tr>
<td></td>
<td>2. Weekly Data Meetings have been implemented with 2nd-5th grade teachers.</td>
<td>2. Consistency with PLC vertically and horizontally to ensure best practices are shared within the content areas.</td>
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<td></td>
<td>3.</td>
<td>3. Two different documents are utilized with the IPC and lesson plans which it makes it difficult to manage.</td>
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</tr>
<tr>
<td>Family and Community Involvement</td>
<td>1. 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.</td>
<td>1. Survey of family needs in regards to community resources to ensure alignment of resources with the need.</td>
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<td></td>
<td>2. Students who are in need of food for the weekend receive a backpack with food items weekly for the weekend.</td>
<td>2. Conduct student led conferences so that parents are informed of students progress.</td>
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<td></td>
<td>3. Parenting classes were implemented with an increase of parent participation.</td>
<td>3.</td>
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<tr>
<td>School Context and Organization</td>
<td>1. Teachers received 60 minutes daily for planning periods.</td>
<td>1. After school Student clubs and enrichment programs to draw more student interest in schools.</td>
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<td></td>
<td>2. Instructional Coaches were assigned to each teacher to mentor and instructional support.</td>
<td>2. Create a system for PLC's, Weekly Data Meetings, and RTI to be implemented weekly.</td>
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<td></td>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Student Group (PBMAS)</td>
<td>Target Strategies</td>
<td>Action Steps</td>
<td>Person(s) Responsible</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 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. | 1. Provide on campus training to new staff members on how to use F&P Benchmark System by Aug 2019.  
3. Conduct groups with degreed & non degreed tutors based on F&P data and track data with the campus tutors starting Sept 2019.  
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. | 1. Provide Professional Development to staff members in Achieve 3000 by August 2019.  
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. | 1. By Nov 2019, provide teachers with PD on how to identify students with learning difficulties and how to provide differentiation.  
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 |                                       |
<table>
<thead>
<tr>
<th></th>
<th>Title I</th>
<th>Decrease the achievement gap by 15% in literacy with identified at-risk students as measured by STAAR.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Identify all At-Risk students and create a student support plan by Oct 2020.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Provide after school tutoring on instructional gaps for students by February 2020.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Support Services 4/30/2020 SCE 2,748 Not Started</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I</td>
<td>Increase the percentage of students with Meets from 25% to 35% as measured by STAAR in third grade Reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Administer BOY evaluation for baseline data and identify students in each Tier by September 2019.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet with each student to set academic goals for the 2019-2020 school year by September 2019.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal 5/29/2020 Local (Basic Allotment) 7,537 Not Started</td>
</tr>
<tr>
<td>5</td>
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</tr>
</tbody>
</table>

**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


**Campus Name:** 127 - Moss ES, Christene C.

**Principal:** Staten, Charla

**Executive Director:** Shawn Buchanan

### SMART Goals

<table>
<thead>
<tr>
<th>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</th>
<th>Baseline (BOY)</th>
<th>to Target</th>
<th>by Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students at grade level or above in Reading will increase from</td>
<td>53%</td>
<td>70%</td>
<td>EOY</td>
</tr>
</tbody>
</table>

### Strategies for Improvement

<table>
<thead>
<tr>
<th>Student Group (PBMAS)</th>
<th>Target Strategies</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
<th>Due Date</th>
<th>Budget Source</th>
<th>Amount</th>
<th>Status</th>
<th>Attachment (implementation artifacts)</th>
</tr>
</thead>
</table>
| 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. | 1. Determine the logistics of the WDM including the assigned facilitators, teachers and schedule by Aug 2019.  
2. Provide PD to Facilitators and Teachers by Sept 2020 of the WDM expectations.  
3. Implement a document to track entry and exit data of the WDM by Sept 2020.  
4. By Mar 2020, record WDM meetings and Reteaching lessons to determine alignment of the instructional strategies suggested.  
5. Instructional Coach will facilitate the WDM.  
6. 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. | 1. During Professional Learning Meetings/Communities, teachers will conduct a book study of The Reading Strategies by March 2020.  
2. Teachers will bring student artifacts of best instructional practices that were utilized in the classroom by December 2019.  
3. 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.  
4. 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. | 1. Provide Thinking Maps training to teachers by October 2019.  
2. Teachers will bring student artifacts of best instructional practices that were utilized in the classroom by December 2019.  
3. 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. | 1. By November 2019, provide teachers with training on how to identify students with learning difficulties and how to provide differentiation strategies to support students.  
2. 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.  
3. Track student progress using intervention resources by October 2019. | Principal | 4/1/2020 | Special Education | 3,468 | |
Provide tutoring and enrichment tutoring sessions to ensure student growth.

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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>Provide tutoring and enrichment tutoring sessions to ensure student growth.</th>
<th>Assistant Principal</th>
<th>5/11/2020</th>
<th>Title I</th>
<th>7,500</th>
</tr>
</thead>
</table>

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

**Campus Name:** 127 - Moss ES, Christene C.  
**Principal:** Staten, Charla  
**Executive Director:** Shawn Buchanan

## SMART Goals

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

## Strategies for Improvement

<table>
<thead>
<tr>
<th>Student Group (PBMAS)</th>
<th>Target Strategies</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
<th>Due Date</th>
<th>Budget Source</th>
<th>Amount</th>
<th>Status</th>
<th>Attachment (implementation artifacts)</th>
</tr>
</thead>
</table>
| 1 Title I             | Increase parent communication of student's academic progress as measured by the number of parent utilizing Parent Portal. | 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.  
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. | 1. Schedule and promote family nights and day programs that encourage volunteers by Aug 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%. | 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 |
Increase the number of wellness engagement activities to promote healthy lifestyles as measured by the Wellness Coordinator Checklist.

2. Plan student and family engagement activities to promote healthy lifestyles by March 2020.
4. Participate in special awareness weeks to encourage awareness of healthy lifestyles by May 2020.

Teacher(s) 5/15/2020 Title I 2,500

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:
### Summary by Fund Source

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Local Basic Allotment</th>
<th>SCE State Compensatory Education</th>
<th>CTE</th>
<th>Bilingual</th>
<th>Gifted &amp; Talented</th>
<th>Special Education</th>
<th>Title I</th>
<th>GRAND TOTAL budgeted in CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Excellence Goals</td>
<td>$8,037.00</td>
<td>$2,748.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$19,648.00</td>
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<tr>
<td>Mission</td>
<td>$17,000.00</td>
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<td></td>
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<td></td>
<td>$245.00</td>
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<tr>
<td>Learning Environment Goals</td>
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<td></td>
<td></td>
<td>$21,000.00</td>
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<tr>
<td>Total Allocated</td>
<td>$25,037.00</td>
<td>$2,748.00</td>
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<td></td>
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<td></td>
<td>$118,148.00</td>
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<tr>
<td>Percent Budgeted</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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### Other Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>PTA/PTO</th>
<th>Community Partner</th>
<th>Corporate</th>
<th>Non-Profit</th>
<th>FWCP</th>
<th>School Improvement</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
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