

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 146 - Moore ES, M.H.

Principal: Yoder, Elizabeth

Executive Director: Xavier Sanchez

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: 95.8
Special Education: 7.3
Dual Language/ESL: 51.1
Gifted and Talented: 3.4

Career and Technology: 0
Percentage of at-risk students: 87.7
Percentage of English Language (EL) students: 56.4
Percentage of economically disadvantage students: 94.1

2019-2020 Campus Site-Based Committee

Name	Role
Mapy Lugo	District Employee Relations Council Representative
Lynn Dluski	Teacher
Katie Medrano	Teacher
Christopher Gasca	Teacher
Alexandra Flores	Teacher
Dejami Sijo	Community Representative
Joyce Cruz	Campus Non-Teacher Professional
Itze Aguilera	Parent
Gloria Camacho	Parent
Brett Wiesner	Business Representative
Liz Yoder	Principal
Yvonne Vasquez	Other
Ladye Welpman	District Level Staff
Gabriela Gandara	District Level Staff

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Moore ES, M.H..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 77	86 - Met Standard
Domain 2: School Progress 87	
Domain 3: Closing The Gaps 84	

Campus Distinction Designations

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

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"> bilingual campus where students enjoy coming to school school culture is strong material resources for teachers and students 	<ol style="list-style-type: none"> more people are moving to our school causing some classes to out of compliance, which effects teachers and students Have more technology available for our tech savvy kids to use 12% mobility rate for our students .. Most of the students that come in the middle of the year are behind academically 	<ol style="list-style-type: none"> 1. Demonstrate alignment of instructional expectations in all grade levels. 2. Early identification of our students' academic needs 3. highly consistent and engaging instruction to meet the needs of all students' needs for college and career readiness 4 increase meaningful parent/family engagement
Student Achievement	<ol style="list-style-type: none"> STAAR rdg 79%, STAAR math 88% Community members and police officers read with struggling first graders students read AR books and met the 50,000,000 word challenge 	<ol style="list-style-type: none"> improve 4th grade WW - based on the STAAR Wr was 62% data shows reading meets level at 46% and masters at 21%; math levels at 59% and masters level at 27% and writing levels at 41% meets and 15% masters. stronger writing workshop program in K-4 grades based on STAAR data scores 	
School Culture and Climate	<ol style="list-style-type: none"> family nights; literacy, math, science UIL, clubs, sports, Maker Space Lab - students take advantage of these opportunities teachers work together to plan lessons and discuss ways to help struggling students 	<ol style="list-style-type: none"> parent liaison; find one. several candidates did not follow through with the district's final paperwork after each said they would like the position. work at having more parent events more opportunities for teachers to collaborate 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> strong staff that is willing to get better at their craft very low staff turnover (3%) rate high staff attendance rate (greater than 90%) with no chronic absenteeism this year 	<ol style="list-style-type: none"> based on teacher feedback, they would like more time to teach and plan together based on walkthrough data, there are opportunities for professional growth support needed for high needs students 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> teachers are given autonomy teachers provided with data broken down to help teachers plan for meaningful reteach and interventions teachers branch out and think out of the box with Formative Assessments and formal assessments 	<ol style="list-style-type: none"> teachers expressed the literacy framework is too vague, needs more resources and has no sample lessons the teachers expressed that Origo is not challenging enough, scope and sequence is puzzling teachers expressed that the science frameworks should be more explicit 	
Family and Community Involvement	<ol style="list-style-type: none"> most teachers contact parents through some type of technology family nights help bring families to school parents welcomed to volunteer at school and are welcome to eat with students 	<ol style="list-style-type: none"> use various methods to communicate with parents and make sure all information is updated. develop a social media committee so that information going home through social media is not confusing for parents reliance on paper for parent notification means some parents miss out because not all the notes get home 	

School Context and Organization

1.	departmentalization helps teachers focus on content areas/great team teaching environment	1.	based on teacher feedback, they would like more involvement in decision making
2.	chromebook carts are assigned on a weekly schedule per grade level	2.	based on teacher feedback, they would like more help for struggling students' social and emotional needs
3.	PLC meetings to discuss content goals, lesson delivery, look at student work and plan for future lessons	3.	have a master schedule so that homeroom/breakfast time as not rushed and morning meetings can happen

Academic Excellence Goals

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

Campus Name: 146 - Moore ES, M.H.

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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.	66.33	28.57	20.41	43	
	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	For K-2 students.. using method found in Next Steps to SGGR, identify students that are reading below BOY levels by August 30, 2019.	Teachers will take time during their SGGR times to screen students so that students can be tiered based on their reading levels. Tiered levels will be uploaded onto our schoolwide data document. Teachers will plan for the interventions as a group.	Teacher(s)	8/30/2019	Title I	2,500	Not Started	
2 Title I	Tier 3 students in K-3 will receive strategic pullout intervention with title 1 TAs.	TAs will use intervention activities/protocols from Next Step in SGGR for 25 minutes daily. These small groups are fluid and will change as the students and their needs change.	Other	5/29/2020	Title I	50,284	Not Started	
3 Title I	All K-3 students will be screened by teacher to identify students who are reading on the tier 3 level by August 30, 2019 so that interventions can begin by Sept 15th.	Teachers will use EOY data from 18-19 and new 19-20 (BOY fluency check, NWEA MAP literacy screener, Achieve 3000 for grades 2 & 3, cold read screener from Pearson) data to identify tier 3 students. This information will be documented in our schoolwide google data document. submit requisition for supplies to support these activities	Teacher(s)	9/15/2019	Local (Basic Allotment)	2,000	Not Started	
4 Title I	K-2 students will receive strategic SGGR instruction using protocols from Next Steps in SGGR and FWISD Units of Study to help develop a common SGGR language and consistent methods of instruction.	Teachers will continue to use the protocols learned last year through book study. New teachers will receive materials and training for these protocols. intervention materials specific to these protocols will also be used. Next Steps in Guided Reading have been used by Pearson to create the daily lesson format per Pearson rep. time will be allotted for teachers to practice and discuss their SGGR strategies.. along with creating learning centers that follow the SGGR methods	Teacher(s)	8/28/2020	Title I	2,000	Not Started	
5 Title I	Data Analyst will provide critical assistance to campus leadership and staff around data analysis, training and building capacity to improve instruction through data driven decision making.	Teachers and leadership will look at data provided by the DA to create instructional plans that will be strategic and improve student performance.	Instructional Leadership	5/28/2021	Title I	62,287	Not Started	
6 Title I	Vertical alignment PLC meetings with K-3 literacy teachers.	K-3 teachers meet to plan for vertical alignment in reading so that our campus has a common language and expectation for student performance.	Instructional Leadership	3/20/2020	Title I	2,000	Not Started	

7	Title I	As a 2-3 grade group, teachers looked at STAAR and Achieve 3000 scores and tiered students.	Teachers got together as a group and discussed strengths and learning challenges for students prior to the year starting. then students were tiered according to STAAR and MAP scores. This process will continue vertically and horizontally throughout the year and using updated data points. supplies will be requisitioned for these activities in addition to substitutes.	Teacher(s)	8/13/2019	Title I	3,562	On Target
8	Title I	Vertical/horizontal alignment PLC, data and IPC planning meetings with K-5 literacy teachers.	K-5 teachers meet to plan for vertical alignment in reading so that our campus has a common language and expectation for student performance.	Principal	4/30/2020	Local (Basic Allotment)	4,500	Not Started
9	Title I	Increase student reading self selection of reading materials through the use of Accelerated Reader	K-5 students will read self selected reading material that are included in the AR program and take comprehension tests over these books. Requisitions will be submitted for supplies to support the use of this program.	Principal	5/31/2020	Title I	3,000	Not Started
10	Title I	Increase student reading self selection of reading materials through the use of Accelerated Reader	K-5 students will read self selected reading material that are included in the AR program and take comprehension tests over these books. Requisitions will be submitted for supplies to support the use of this program. Increase amount of new books in our library collection.	Principal	9/30/2019	Local (Basic Allotment)	8,000	Not Started
11	Title I	Increase student academic achievement through tutoring.	Teachers and part time tutor will work with students on identified TEKS during/after school in grades 3-5.	Teacher(s)	5/8/2020	Title I	2,000	Not Started
12	SPED	Increase the academic growth and achievement of our Sped populations in reading.. including our TAP unit.	Supplies will be requisitioned to support instruction in the classroom for our special ed students.	Teacher(s)	5/31/2020	Special Education	1,349	Not Started
13	LEP	Increase the academic growth and achievement of our bilingual students in reading.	Supplies will be requisitioned to support instruction in the classroom for our bilingual students.	Teacher(s)	5/31/2020	Bilingual	728	Not Started
14	Title I	Increase the academic growth and achievement of our GT students in reading.	Supplies will be requisitioned to support instruction in the classroom for our GT students.	Teacher(s)	5/31/2020	Gifted & Talented	87	On Target
15	Title I	To help increase student performance, district instructional coach will mentor identified teachers to help them improve their craft by discussing planning, instructional delivery and student data.	Instructional Coach has been assigned to MHM. He will begin working with teachers individually or as a group in PLC format.	Instructional Leadership	10/10/2019	Other		On Target

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

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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 Math will increase from	39%	50%

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	Identified low SEs will be reinforced through extra instruction for identified students during dedicated WIN time for interventions. grades 1-5	Students will be tiered and receive structured interventions based on their needs. data from staar, teacher observation and MAP BOY will be used to tier students. 30 minutes for first graders and 25 for 2nd - 5th. WIN = what is needed.	Teacher(s)	5/15/2020	Title I	1,500	Not Started	
2 Title I	Students will know and understand their data and will be aware of their progress towards mastering the math teks	Teacher, data analyst and principal will organize a system of data collection that allows for students and teachers to view students data in a way that is easy for students to understand and discuss, and that plans are able to be made for student success. Requisition supplies to support this project..	Teacher(s)	5/15/2020	Local (Basic Allotment)	2,500	Not Started	
3 Title I	Increase the automaticity of math facts relative to their grade level.	Math facts will be practiced each day in all math classes in grades 1-5. Students will keep track of their data and create goals for themselves. Requisition supplies to support instruction.	Teacher(s)	5/31/2020	Local (Basic Allotment)	2,000	Not Started	
4 Title I	As a 2-5 grade group, teachers looked at STAAR and MAP EOY scores and tiered them.	Teachers got together as a group and discussed strengths and learning challenges for students prior to the year starting. Then students were tiered according to STAAR and MAP scores. This process will continue vertically and horizontally throughout the year and using updated data points.	Teacher(s)	8/13/2019	Title I	2,000	On Target	
5 Title I	Math night to make connections with families and how they can reinforce needs of students (automaticity of facts).	Math Night in the evening with teachers as facilitators	Teacher(s)	12/31/2019	Title I	2,000	Not Started	
6 Title I	Reinforce math facts and problem solving skills using Education Galaxy so that student performance will increase.	Students will use Education Galaxy in the classroom during learning centers and during chromebook/computer lab times.	Teacher(s)	5/31/2020	Title I	3,950	Not Started	
7 LEP	Increase the academic levels of our bilingual students in math problem solving.	Supplies will be requisitioned to support instruction in the classroom for our bilingual students.	Teacher(s)	5/31/2020	Bilingual	750	On Target	
8 SPED	Increase the academic growth and achievement of our Sped populations.. including our TAP unit	Supplies will be requisitioned to support instruction in the classroom for our special ed students.	Teacher(s)	5/31/2020	Special Education	1,400	Not Started	
9 Title I	Increase the academic levels of our GT students in math problem solving.	Supplies will be requisitioned to support instruction in the classroom for our GT students.	Teacher(s)	5/31/2020	Gifted & Talented	86	On Target	
10 Title I	Increase student academic achievement through tutoring.	Teachers and part time tutor will work with students on identified TEKS during/after school in grades 3-5.	Teacher(s)	5/8/2020	Title I	3,000	Not Started	

11	Title I	To help increase student performance, district instructional coach will mentor identified teachers to help them improve their craft by discussing planning, instructional delivery and student data.	Instructional Coach has been assigned to MHM. He will begin working with teachers individually or as a group in PLC format.	Instructional Leadership	10/10/2019	Other		On Target	
12		students will receive intervention based on their tier level and identified objective.							
13									
14									
15									

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:

14								
15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

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EOY Status:

Principal Evidence:

Leadership Feedback:

