

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 147 - Morningside ES

Principal: Cuarenta, Vanessa

Executive Director: Todd Koppes

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: 94.5
Special Education: 5.7
Dual Language/ESL: 30.5
Gifted and Talented: 10.2

Career and Technology: 0
Percentage of at-risk students: 73.7
Percentage of English Language (EL) students: 32
Percentage of economically disadvantage students: 84.6

2019-2020 Campus Site-Based Committee

Name	Role
Vanessa Cuarenta	Principal
Nealie Kinchion	Other
Robyn Lilley	Teacher
Andrew McKenzie	District Level Staff
Veronica Munoz	District Level Staff
Edwin Valencia	Teacher
Shelia Dankers	Other
Katrice Henderson	Teacher
Sylvia Ibanez	Teacher
Maria Vidales	Teacher
Airam Ruiz	District Level Staff
Jessica Guthrie	Business Representative
Olga Bernal	Teacher
Ali Briseno	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Morningside ES. 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.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 64	70 - Met Standard
Domain 2: School Progress 70	
Domain 3: Closing The Gaps 71	

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 Achievement 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

No 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	1. Increase in attendance rate from previous school year	1. Chronic student absences	1. Improve quality of Tier 1 instruction
	2. Diverse staff and student population	2. Percent of students identified as "At-Risk"	2. Decrease academic achievement gaps
	3. Percent of students identified as G/T is higher than that of the state	3.	3. Improve overall campus climate and culture
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
Student Achievement	1. Average two or more lessons on Achieve 3000 each week	1. Academic achievement gaps between subpopulations within the campus as well as achievement gaps between our African American and Hispanic students compared to the state average of White students in each grade level and content	10.
	2. Increased in lexiles on Achieve 3000		11.
	3.		12.
	4.		13.
	5.		14.
	6.		15.
	7.		
	8.		
	9.		

School Culture and Climate	1.	High academic and behavior expectations of students	1.	Positive relationships and interactions across all teachers and staff as well as staff/teacher-student relationships
	2.	Active Sunshine Committee		
	3.	Increase in positive responses on student survey in all domains from previous school year	2.	Morale of students and staff throughout the school year
	4.		3.	Significant decrease in positive responses in all domains on the staff survey and low staff participation in the staff survey
	5.		4.	
	6.		5.	
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	9.		8.	
		9.		
Staff Quality/ Professional Development	1.	All teachers/staff are highly qualified	1.	Retain effective and culturally responsive teachers and staff
	2.	Number of experienced teachers and staff	2.	Teacher/staff attendance
	3.	K-2 Teachers are trained to implement Neuhaus and Estrellita	3.	
	4.		4.	
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	9.		9.	
Curriculum, Instruction, and Assessment	1.	Average two or more lessons on Achieve 3000 each week	1.	High quality, engaging tier one instruction
	2.	Use of interim and benchmark data	2.	Targeted, research based strategies for tier two and tier three interventions
	3.	Increased instructional alignment	3.	
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Family and Community Involvement	1.	PTA president is very active in the school	1.	Meaningful and instructionally focused opportunities for parents and community members on the campus
	2.	Partnerships with several community organizations including churches, FWCP,	2.	Regular communication using a variety of modes (i.e. Website, Facebook, Twitter, Newsletters) that focuses on student learning and serves to build positive relationships
	3.	Parent attendance at various school events		
	4.		3.	
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	7.		6.	
	8.		7.	
	9.		8.	
		9.		
School Context and Organization	1.	After school program and enrichment programs and clubs available to students	1.	Early identification of students who struggle academically and behaviorally in Edugence and Review 360 with implementation of the appropriate research based interventions block built into the master schedule
	2.	Implementation of safety procedures and safety plan	2.	Use of instructional time
	3.		3.	Accountability of students and teachers/staff
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Academic Excellence Goals

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

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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.	45.83	23.61	12.50	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)				55	

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	100% of literacy teachers will implement the balanced literacy model driven by data as measured by an aligned schedule and progress monitoring weekly by leadership, instructional specialist, and coaches. ESF 5.6	<ol style="list-style-type: none"> Schedule of PD focused for small group instruction during PLCs by August 2019. School wide schedule with small group time by August 2019. Utilize data tracking systems and visuals in grades 3-5 by November 2019. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. Purchase supplies, resources and materials. Substitutes for small group pull out 	Instructional Leadership	5/1/2020	Title I	67,913		
2 Title I	100% of KG-5th will receive small group reading instruction so that 80% of students demonstrate at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). ESP 5.3	<ol style="list-style-type: none"> Schedule of PD focused for small group instruction during PLCs by August 2019. A school wide schedule with targeted small group instruction by August 16, 2019. Teachers will implement curriculum provided small group resources and LLI by September 30, 2019. Classroom reading growth level trackers will be implemented in all classrooms by September 30, 2019. Purchase supplies, resources and materials. Substitutes for small group pull out 	Instructional Leadership	5/1/2020	Title I	15,000		
3 Title I	100% of KG-2nd (literacy) and 3rd-5th grade (tested content areas) teachers will create weekly focused lessons that are aligned to IPCs 95% of the time.ESF 5.1	<ol style="list-style-type: none"> Hire substitutes to provide PD on lesson alignment and DOLs by August 16, 2019. Monthly PLCs scheduled for IPC feedback by August 16, 2019 Hire substitutes for IPC planning pull out and training by August 16, 2019 Every six weeks Learning walks schedule by to monitor implementation of IPC and alignment by August 16, 2019. Purchase supplies, resources and materials. 	Instructional Leadership	5/1/2020	Title I	5,000		

4	Title I	100% of students in Dual Language classrooms will receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). ESF 5.3	<ol style="list-style-type: none"> 1. Schedule of PD focused for small group instruction during PLCs by August 16, 2019. 2. School wide schedule with small group time by August 16. 3. Utilize data tracking systems and visuals in grades 3-5 by December 2019. 4. Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin. 5. Purchase supplies, resources and materials. 6. Substitutes for small group pull out 	Instructional Leadership	5/1/2020	Bilingual	934		
5	Title I	100% of students in GT classrooms will receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). ESF 5.3	<ol style="list-style-type: none"> 1. Schedule of PD focused for small group instruction during PLCs by August 2019. 2. School wide schedule with small group time by August 2019. 3. Utilize data tracking systems and visuals in grades 3-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. 5. Purchase supplies, resources and materials. 6. Substitutes for small group pull out 	Instructional Leadership	5/1/2020	Gifted & Talented	302		
6	Title I	100% of SCE receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). ESF 5.3	<ol style="list-style-type: none"> 1. Schedule of PD focused for small group instruction during PLCs by August 2019. 2. School wide schedule with small group time by August 2019. 3. Utilize data tracking systems and visuals in grades 3-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. 5. Purchase supplies, resources and materials. 6. Substitutes for small group pull out. 	Instructional Leadership	5/1/2020	SCE	3,852		
7	Title I	100% of literacy teachers will review all students monthly reading data during PLCs in order to plan and differentiate instruction for 100% of students. ESF 5.3	<ol style="list-style-type: none"> 1. Schedule of PD focused for small group instruction during PLCs by August 2019. 2. School wide schedule with small group time by August 2019. 3. Utilize data tracking systems and visuals in grades K-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. 5. Purchase supplies, resources and materials. 6. Substitutes for small group pull out 	Principal	5/1/2020	Local (Basic Allotment)	30,067		
8	SPED	100% of students SPED classrooms will receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). ESF 5.3	<ol style="list-style-type: none"> 1. Schedule of PD focused for small group instruction during PLCs by August 2019. 2. School wide schedule with small group time by August 2019. 3. Utilize data tracking systems and visuals in grades K-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. 5. Purchase supplies, resources and materials. 6. Substitutes for small group pull out 	Instructional Leadership	5/1/2020	Special Education	3,483		

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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:

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