

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Staten, Charla

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

**Executive Director:** Rian Townsend

## 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 2021.

**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 2021.

**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 2021.

## School Profile

### Student Enrollment by Program

|                          |  |
|--------------------------|--|
| Attendance Rate: 65      | Career and Technology: 0                               |
| Special Education: 7.4   | Percentage of at-risk students: 52.9                   |
| Dual Language/ESL: 37.6  | Percentage of English Language (EL) students: 26.3     |
| Gifted and Talented: 7.9 | Percentage of economically disadvantage students: 95.8 |

## 2020-2021 Campus Site-Based Committee

| Name               | Role                            |
|--------------------|---------------------------------|
| Charla Staten      | Principal                       |
| Regina Blair       | Teacher                         |
| Katherine McGregor | Teacher                         |
| Arlinda Brown      | Teacher                         |
| Melissa Martinez   | Teacher                         |
| Mocha Roberts      | Campus Non-Teacher Professional |
| Alleia Hobbs       | District Level Staff            |
| Leshawn President  | Campus Non-Teacher Professional |
| Jerome Johnson     | Business Representative         |
| Jacqueline Taylor  | Community Representative        |
| Jack Crane         | Community Representative        |
| Ramon Munguia      | Other                           |
| Latandra Hicks     | Teacher                         |
| Lasheika Mayfield  | Campus Non-Teacher Professional |

## Accountability Summary

Visit [Txschools.org](http://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 2021-2022, 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: <b>Student Achievement</b> 60 | 68 - D                                    |
| Domain 2: <b>School Progress</b> 69     |   |
| Domain 3: <b>Closing The Gaps</b> 67    |   |

### 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 2020-2021 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 2020-2021

| Area Reviewed                                  | Summary of Strengths<br>What were the identified strengths?  | Summary of Needs<br>What were the identified areas needing improvement or areas of weaknesses?   | Priorities<br>Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.  |
|--|--|--|--|
| <b>Demographics</b>                            | <ol style="list-style-type: none"> <li>Students who were at risk for attendance improved attendance during the 3rd &amp; 4th Six Weeks due to one on one Principal/ Parent Meetings.</li> </ol>  | <ol style="list-style-type: none"> <li>Additional support and resources for students that we have not been able to contact during COVID-19</li> <li>Provide training to parents on the importance of attendance especially starting in PreK.</li> <li>Mobility rate is at 21% which hinders continuation of learning and the decline in student population.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Provide Professional Development within content areas, technology, and best instructional strategies based on teacher's individual and campus needs.</li> <li>2. Consistently utilize data to drive instructional decisions and monitor its impact on student achievement.</li> <li>3. Increase student proficiency in English Language Arts.</li> </ol> |
| <b>Student Achievement</b>                     | <ol style="list-style-type: none"> <li>4th and 5th Grade consistently throughout the school made significant gains in growth on Campus and District Assessments.</li> </ol>  | <ol style="list-style-type: none"> <li>During Virtual Learning due to COVID-19, only 60% of the student population participated in online learning which contributed to the achievement gap in all content areas.</li> <li>Develop a school wide intervention plan for K-5 students who are not on grade level.</li> <li>Increase high order thinking questions and learning to all students in all content areas.</li> </ol>  | <ol style="list-style-type: none"> <li>4. Provide Higher Levels of Thinking questions, activities, and opportunities to all students.</li> </ol>   |
| <b>School Culture and Climate</b>              | <ol style="list-style-type: none"> <li>According to the Campus Based Survey, the teachers stated that the school's climate is positive and family oriented.</li> <li>There was a 30% decrease in the number of discipline referrals.</li> </ol>  | <ol style="list-style-type: none"> <li>Consistent implementation of social emotional curriculum to educate, equipt, and meet students' needs especially for Tier 2 and Tier 3 Students</li> <li>Provide a survey and meet with grade levels and/or individual teachers to receive feedback on ways to improve the school culture.</li> <li>Utilize teacher leaders to facilitate professional development sessions.</li> </ol> |  |
| <b>Staff Quality/ Professional Development</b> | <ol style="list-style-type: none"> <li>Teachers were able to participate in content area PLC's to colloborate instructional best practices.</li> <li>Moss Lifeline Help Sessions and the use of the Coaching Model has assisted with building teacher capacity.</li> <li>Teachers utilized the campus instrualtional one-pager to ensure consistency of the campus expectations.</li> </ol>  | <ol style="list-style-type: none"> <li>Provide consistent feedback on lesson plans and Instructional Planning Calendars weekly by using a school wide system.</li> <li>Utilize a Tiered approach for professional development based on teacher and classroom needs.</li> <li>Provide teachers with technology training.</li> </ol>   |  |
| <b>Curriculum, Instruction, and Assessment</b> | <ol style="list-style-type: none"> <li>Due to WDM, teachers were engaged in data discussions and created reteach plans</li> <li>Created a Data Portal in which assisted all stakeholders with accountability and goal setting.</li> <li>Utilize one template for Instructional planning Calendars and Lesson Plans to ensure prioritization of TEKS and student's academic needs.</li> </ol> | <ol style="list-style-type: none"> <li>During weekly PLC's develop align assessments with the deconstructed TEKS to ensure alignment of instruction.</li> <li>Increase the percent of students mastering daily objectives as measured by the planned assessments.</li> <li>Continue to deconstruct and prioritize TEKS, based on frequency, highest leverage, and student's academic need.</li> </ol>                          |  |

|   |    |  |    |   |
|---|----|--|----|---|
| <b>Family and Community Involvement</b> | 1. | Parents received communication of important school information via Eagle Eye News weekly.  | 1. | Utilize the school wide system communication platform to keep parents informed weekly of upcoming events via email, social media, newsletter, and the website.    |
|   | 2. | A campus Food Pantry was established to help families who needed food from a local partner.  | 2. | Create learning sessions for parents on how to help with technology, student's academic and social emotional needs.   |
|   | 3. | Students and Families engaged in healthy lifestyle training with the Walking School Bus on Wednesday and Family Lifestyle classes. | 3. | Ensure that at least 95% of the Parents are utilizing Parent Portal to keep updated on student's academic progress.   |
| <b>School Context and Organization</b>  | 1. | Created systems in which teachers could know and learn the campus expectations.  | 1. | Provide empathy and equity training to staff members.   |
|   | 2. | Provide committees and leadership opportunities for teachers   | 2. | Build an online system for teachers to have Campus Based Professional Learning process due to the limitations of Face to Face interactions during staff meetings. |

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 127 - Moss ES, Christene C.

Principal: Staten, Charla

Executive Director: Rian Townsend

| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures  | Approaches | Meets | Masters | to Target | by Deadline |
|-------------|--|------------|-------|---------|-----------|-------------|
|             | Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.                   | --         | 33.00 | --      |           |             |
|             | Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from the Beginning of the Year to End of the Year (baseline). |            |       |         |           | EOY         |
|             |  |            |       |         |           |             |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies   | Action Steps  | Person(s) Responsible   | Due Date   | Budget Source     | Amount | Status | Strategy Expected Result/Impact |
|-----------------------|---|---|---|------------|-------------------|--------|--------|---------------------------------|
| 1 Title I             | PreK-5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum to promote student mastery.  | Teachers will participate in literacy professional development that focus on best literacy instructional practices  | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 1/29/2021  | Title I           | 3,200  |        |                                 |
| 2 Title I             | PreK-5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum to promote student mastery.  | Teachers will team plan during PLC's and participate in pull-out planning sessions to deconstruct TEKS and identify highest leverage TEKS for effective instructional strategies to implement during lesson delivery. | Principal,Assistant Principal,Teacher (s),Data Analyst                          | 4/30/2021  | Title I           | 7,524  |        |                                 |
| 3 Title I             | PreK-5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum to promote student mastery.  | Teachers will receive targeted support through classroom observations and feedback regarding implementation of the literacy curriculum and best literacy practices, literacy programs.                                | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 12/18/2020 | Title I           | 100    |        |                                 |
| 4 Title I             | PreK-5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum to promote student mastery.  | Data Analyst will facilitate Weekly Data Meetings and Professional Learning Meetings to analyze and create data instructional plans according to TEKS.  | Principal,Assistant Principal,Instructional Leadership,Data Analyst             | 5/21/2021  | Title I           | 72,000 |        |                                 |
| 5 LEP                 | PreK-2nd Grade teachers will implement Neuhaus and Estellita programs to increase mastery of phonemic awareness and phonics skills.   | Teachers will participate in Neuhaus and Estrelita Programs professional development in Sept, Oct, and Nov.   | Principal,Assistant Principal,Teacher(s)  | 1/29/2021  | Bilingual         | 216    |        |                                 |
| 6 LEP                 | PreK-2nd Grade teachers will implement Neuhaus and Estellita programs to increase mastery of phonemic awareness and phonics skills.   | During PLC's teachers will plan and participate in pull out sessions with Instructional Coaches to correlate the Neuhaus and Estrelita curriculum   | Instructional Leadership,Teacher(s)   | 4/9/2021   | Title I           | 500    |        |                                 |
| 7 CTE                 | Teachers will provide critical thinking activities and questions throughout their daily instructional practices.                      | Provide professional development to teachers on best instructional practices that emphasize on critical thinking skills.  | Principal,Assistant Principal,Instructional Leadership                          | 1/11/2021  | Gifted & Talented | 216    |        |                                 |
| 8 CTE                 | Teachers will provide critical thinking activities and questions throughout their daily instructional practices.                      | Purchase supplies and materials for Stem, project based, and higher order thinking activities.  | Principal,Assistant Principal   | 2/26/2021  | Title I           | 3,000  |        |                                 |
| 9                     | Student progress will be monitored to determine student mastery of skills and TEKS in order to implement targeted student assistance. | Provide additional support and interventions to students through the use of tutors and pull out support teachers.   | Principal,Assistant Principal   | 4/30/2021  | Title I           | 10,000 |        |                                 |

|    |   |   |  |            |                         |        |  |  |
|----|---|---|--|------------|-------------------------|--------|--|--|
| 10 | Student progress will be monitored to determine student mastery of skills and TEKS in order to implement targeted student assistance. | Individual student data progress will be shared with students via student data conferences from Oct 2021- May 2021.   | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst | 5/7/2021   | SCE                     | 3,024  |  |  |
| 11 | Student progress will be monitored to determine student mastery of skills and TEKS in order to implement targeted student assistance. | Instructional resources, supplies, and materials (ex. copy paper poster paper, journals, fabric paper, etc.) will be purchased and used during whole group and targeted group instruction | Principal  | 2/26/2021  | Title I                 | 25,000 |  |  |
| 12 | Student progress will be monitored to determine student mastery of skills and TEKS in order to implement targeted student assistance. | Purchase technology devices and accessories to analyze student data and instructional practices.  | Principal  | 10/30/2020 | Local (Basic Allotment) | 3,785  |  |  |
| 13 | Student progress will be monitored to determine student mastery of skills and TEKS in order to implement targeted student assistance. | Purchase technology programs and devices for students to participate in online programs that will provide supplemental support in literacy/math.  | Principal,Other  | 1/29/2021  | Title I                 | 16,000 |  |  |

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 2020-2021 Mission Goals Action Plan

Campus Name: 127 - Moss ES, Christene C.

Principal: Staten, Charla

Executive Director: Rian Townsend

| 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                       | 31             | 70        | EOY         |
|             |  |                |           |             |
|             |  |                |           |             |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies   | Action Steps   | Person(s) Responsible   | Due Date  | Budget Source           | Amount | Status | Strategy Expected Result/Impact |
|-----------------------|---|--|---|-----------|-------------------------|--------|--------|---------------------------------|
| 1<br>SPED             | Decrease the achievement gap of Special Populations by 5% as measured on STAAR  | Provide supplies and materials for incentives and classroom activities   | Principal,Assistant Principal,Teacher (s),Student Support Services              | 1/8/2021  | Special Education       | 3,532  |        |                                 |
| 2<br>Title I          | Teachers will implement lessons and instructional strategies that will implement lessons and instructional strategies that demonstrate alignment with TEKS as well as district curriculum as evidenced by increased student mastery percentage a measured by STAAR. | Teachers will plan during PLC's and participate in pull out planning sessions to deconstruct TEKS and identify best strategies during lesson delivery. | Principal,Assistant Principal,Instructional Leadership,Teacher(s)               | 3/26/2021 | Title I                 | 5,000  |        |                                 |
| 3<br>Title I          | Teachers will implement lessons and instructional strategies that will implement lessons and instructional strategies that demonstrate alignment with TEKS as well as district curriculum as evidenced by increased student mastery percentage a measured by STAAR. | Purchase supplies and materials for instructional purposes   | Principal   | 2/26/2021 | Local (Basic Allotment) | 5,000  |        |                                 |
| 4<br>Title I          | Teachers will receive targeted support via coaching and observation feed back regarding the implementation of the curriculum and grade level TEKS.  | Conduct "Growth Walks to determine each math teachers strength and areas of growth.  | Principal,Assistant Principal,Instructional Leadership                          | 1/8/2021  | Title I                 | 200    |        |                                 |
| 5<br>Title I          | Teachers will receive targeted support via coaching and observation feed back regarding the implementation of the curriculum and grade level TEKS.  | Tiered Professional Development based on teachers needs.   | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst |           | Title I                 | 200    |        |                                 |

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 2020-2021 Learning Environment Goals Action Plan

Campus Name: 127 - Moss ES, Christene C.

Principal: Staten, Charla

Executive Director: Rian Townsend

| 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  | 35%            | 75%       | May 2021      |
|             | PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from  | 89%            | 50%       | May 2021      |
|             | Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from  | 25%            | 50%       | May 2021      |
|             | Safe Learning Environment- By November 1,2020, Personal Protective Equipment based on 1:2 student ratio will be purchased for the classrooms to provide a safe learning environment. | 150            | 300       | December 2020 |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies  | Action Steps  | Person(s) Responsible   | Due Date   | Budget Source | Amount | Status | Strategy Expected Result/Impact   |
|-----------------------|--|---|---|------------|---------------|--------|--------|---|
| 1 Title I             | Increase parent communication of student's academic progress as measured by the number of parents utilizing Parent Portal. | 1. Use all social media and written communication tools to communicate expectations for Parent Portal Monthly till May 2021.  | Principal,Assistant Principal,Teacher (s),Student Support Services,Data Analyst | 5/21/2021  | Other         | 0      |        | With the increase of parent communication, parents will be able to learn of their child's progress daily and communicate with the their child's teacher and school. |
| 2 Title I             | Increase parent communication of student's academic progress as measured by the number of parents utilizing Parent Portal. | Conduct Parent/Teacher Conferences via appointments or Zoom to discuss students progress with parents by six weeks and provide supplemental materials to parents for student support. | Principal,Assistant Principal,Teacher (s),Data Analyst                          | 5/28/2021  | Title I       | 2,000  |        | With the increase of parent communication, parents will be able to learn of their child's progress daily and communicate with the their child's teacher and school. |
| 3 Title I             | Increase parent communication of student's academic progress as measured by the number of parents utilizing Parent Portal. | Inform parents explaining results of student's progress on BOY, MOY, and EOY from September 2020 through May 2021   | Principal,Assistant Principal,Teacher (s),Data Analyst                          | 9/25/2020  | Title I       | 500    |        | With the increase of parent communication, parents will be able to learn of their child's progress daily and communicate with the their child's teacher and school. |
| 4 Title I             | Decrease the number of office referrals of African American males as measured by the campus Data Cycle Report by 25%.      | Provide Social Emotional Learning Professional Development and materials on how to support Tier III students.   | Principal,Assistant Principal,Teacher (s),Student Support Services              | 5/28/2021  | Title I       | 3,000  |        | With a decrease in office referrals, students will be able to remain in the classroom and able to self regulate their own emotions.                                 |
| 5 Title I             | Decrease the number of office referrals of African American males as measured by the campus Data Cycle Report by 25%.      | Create individual support plans and materials for identified Tier III students .  | Assistant Principal,Teacher(s)  | 12/18/2020 | Title I       | 1,000  |        | With a decrease in office referrals, students will be able to remain in the classroom and able to self regulate their own emotions.                                 |

|   |         |  |  |                                  |            |                         |       |  |  |
|---|---------|--|--|----------------------------------|------------|-------------------------|-------|--|--|
| 6 |         | Increase the number of health lessons provided by the health teacher to increase   | Create a school wide system in which students learn how to wash hands, and other health lessons.             | Teacher(s)                       | 12/25/2020 | Title I                 | 2,000 |  |  |
| 7 |         | Increase the number of health lessons provided by the health teacher to increase   | Purchase supplies and materials that teach best hygiene practices.   | Principal,Assistant<br>Principal | 11/27/2020 | Title I                 | 2,000 |  |  |
| 8 | Title I | Based on student enrollment PPE will be identified from district approved vendors. | PPE items such as but not limited to, plexiglass, face shields, masks, will be ordered from approved vendor. | Principal,Other                  | 10/30/2020 | Local (Basic Allotment) | 4,000 |  |  |

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:

