

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

**Principal:** Cuarenta, Vanessa

**Campus Name:** 147 - Morningside ES

**Executive Director:** Susan Hernandez

## 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: 45

Special Education: 9

Dual Language/ESL: 33.3

Gifted and Talented: 8.1

Career and Technology: 0

Percentage of at-risk students: 61.7

Percentage of English Language (EL) students: 34.2

Percentage of economically disadvantage students: 91

## 2020-2021 Campus Site-Based Committee

Name	Role
Vanessa Cuarenta	Principal
Nealie Kinchion	Other
Anna Hughes	Additional Representative Appointment
Amy Rose	Teacher
Katrice Henderson	Teacher
Erin Pfeiffer	Teacher
Jasmine Posada	Community Representative
Janae Capshaw	Campus Non-Teacher Professional
Edwin Valencia	Teacher
Maria Sigala	Parent
Miriam Rico	Parent
Yessica Canales	Parent
TP Patterson Jr.	Community Representative
Lincoln Shaw	Business Representative
Kimberly Holland	District Level Staff
Ana Martinez	Business Representative

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Morningside ES. 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> 58	71 - C
Domain 2: <b>School Progress</b> 70	
Domain 3: <b>Closing The Gaps</b> 72	

## Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 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

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 What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities 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>Diverse staff and student population</li> <li>Dual language program offered for both native and non-native Spanish speaking students</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Chronic student absences (18-19 94.49% to 94.57% 19-20)</li> <li>Percent of students identified as "At-Risk" per 2018 69% and 2019 64%</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Improve quality of Tier 1 instruction to meet the needs of all students (ESF 5.1)</li> <li>Decrease academic achievement gaps by using data to accelerate instruction (ESF 5.3)</li> <li>Improve overall campus climate and culture</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>3rd grade reading- 21% mastery vs FWISD 14% 3rd grade math- 15% meets vs FWISD 11% 4th grade math- 13% meets vs FWISD 13%</li> <li>Fountas and Pinnell Reading growth (K-2nd)</li> <li>Grades 3rd-5th grade are all moving in the direction of being on grade level to meet our district initiative of 100 by 2025.</li> </ol>	<ol style="list-style-type: none"> <li>4th reading- 9% meets, 9% mastery vs FWISD 15% meets, 13% mastery (MES 10% below the average) 5th grade science- 3% meets, 0% mastery vs FWISD 11% meets, 3% masters (MES 16% below the average)</li> <li>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</li> <li>3rd Grade- Average Lexile of 284L which falls under approaching grade level. Grade level is 520L (236L away) 4th Grade- Average Lexile of 452L which falls under approaching grade level. Grade level is 740L (288L away) 5th Grade- Average Lexile of 588L whi</li> </ol>	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Implementation of the House System focusing on highlighting positive behaviors and recognizing leadership</li> <li>Implementation of Character trait curriculum</li> <li>Increase in positive responses on staff MOY survey from previous school year</li> </ol>	<ol style="list-style-type: none"> <li>Technology and visual aids to support the House system and leadership development.</li> <li>Student centered systems to engage them in modeling and demonstrating the character traits</li> <li>Increase teacher buy-in into the House system and expand to the lower grade levels</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>Majority of teachers have been trained in Restorative Practices and TBRI</li> <li>Weekly PLCs/Data meetings</li> <li>Ten teachers and staff members have been trained in the RCA House system</li> </ol>	<ol style="list-style-type: none"> <li>IPC and Instructional alignment and gradual release model in all content areas (ESF 5.1)</li> <li>Formal and Informal assessments in everyday instruction including student/teacher exemplars (ESF 5.1)</li> <li>Utilize disaggregated data to track and monitor the progress of all students to accelerate instruction (ESF 5.3)</li> </ol>	

<b>Curriculum, Instruction, and Assessment</b>	1.	IPCs every six weeks	1.	Technology readily available for students to access during instruction (at home and in the classroom) and for assessments
	2.	Assessments every six weeks followed by a data meeting and action plan monitored by admin.	2.	Daily formative assessments and checks for understanding to progress monitor individual student growth
	3.	School wide data tracking systems and visual displays in the hallways and classrooms and at the student level	3.	KG-5th Individual data meetings to track individual student growth and progress towards individual growth goals
<b>Family and Community Involvement</b>	1.	Partnerships with several community organizations including churches, FWCP, and TCU Nursing school	1.	Meaningful and instructionally focused opportunities for parents and community members on the campus
	2.	Weekly parenting workshops and Men on the Move events followed by workshops	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.	Held a family night, open house, and meet the teacher night	3.	Hold parent workshops related to the curriculum and strategies used in the classroom and technology
<b>School Context and Organization</b>	1.	After school program and enrichment programs and clubs available to students	1.	Early identification of students who struggle academically and behaviorally through MTSS with implementation of the appropriate research based interventions
	2.	Implementation of safety procedures and safety plan	2.	Maximizing instructional time by implementing a master schedule that embeds increased teacher collaboration and planning time and less interruptions to instructional time
	3.	Physical appearance is appealing to stakeholders	3.	Accountability of students and teachers/staff

# Academic Excellence Goals

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

Campus Name: 147 - Morningside ES

Principal: Cuarenta, Vanessa

Executive Director: Susan Hernandez

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.	--	38.00	--	47	

### 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	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (ESF 5.1)	<ol style="list-style-type: none"> <li>1. Clear measurable objectives in their lesson plans/ IPCs.</li> <li>2. Differentiated paths of instruction</li> <li>3. Lesson plans/IPC's that are aligned to the state standards/scope and sequence</li> <li>4. Aligned daily formative assessments and CFUs</li> <li>5. Data Meetings facilitated by Data Analyst</li> <li>6. Purchase supplies, substitutes for planning/PD, furniture, learning material storage, technology, online programs, visual aid resources, outdoor learning materials, other resources and materials.</li> </ol>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/18/2021	Title I	71,764		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 June 2021.
2 Title I	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (ESF 5.1)	Purchase supplies, substitutes for planning/PD, furniture, learning material storage, technology, online programs, visual aid resources, outdoor learning materials, other resources and materials.	Principal	6/18/2021	Local (Basic Allotment)	10,000		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 June 2021.
3 Title I	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)	<ol style="list-style-type: none"> <li>1. Unpack Standard and Create Exemplars</li> <li>2. Identify Gaps: Determine gaps between student work and exemplar</li> <li>3. Plan the Reteach: Plan an exemplar for the re-assessment</li> <li>4. Practice the Reteach: Stand and deliver reteach with real-time feedback</li> <li>5. Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</li> <li>6. Purchase supplies</li> </ol>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/18/2021	Title I	5,000		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 June 2021

4	Title I	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)	Purchase supplies, furniture, substitutes for planning/PD, learning material storage, technology, online programs, indoor/outdoor learning materials, visual aid resources, other resources and materials.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Local (Basic Allotment)	9,191		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 June 2021
5	Title I	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)	Purchase supplies, furniture, substitutes for planning/PD, learning material storage, technology, online programs, indoor/outdoor learning materials, visual aid resources, other resources and materials.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Title I	23,236		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 June 2021
6	Title I	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (ESF 5.3)	- Master schedule includes at least one block weekly for teacher teams to meet - Teacher team meeting agendas are developed utilizing a common protocol - Teacher team meetings include discussion of formative and interim student dat, effective instructional strategies, and possible adjustments to instructional delivery	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Bilingual	1,075		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 June 2021.
7	Title I	Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. (ESF 5.3)	-Assessment calendars include windows for data analysis - Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions - Coaching and support of teachers is informed by data	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Gifted & Talented	374		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 June 2021.
8	Title I	Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. (ESF 5.3)	? All classrooms include at least one visible student progress tracking artifact, which is regularly updated ? Campus hallways include at least one visible student progress tracking artifact, which is regularly updated	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	SCE	3,732		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 June 2021.

9	Title I	<p>Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (ESF 5.1)</p> <p>? Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor</p> <p>? Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning.</p> <p>? Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery</p>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Special Education	2,959		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 June 2021.
---	---------	---	---	-----------	-------------------	-------	--	--

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: 147 - Morningside ES

Principal: Cuarenta, Vanessa

Executive Director: Susan Hernandez

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	30	67	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	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (ESF 5.1)	<ol style="list-style-type: none"> <li>1. Clear measurable objectives in their lesson plans/ IPCs.</li> <li>2. Differentiated paths of instruction</li> <li>3. Lesson plans/IPC's that are aligned to the state standards/scope and sequence</li> <li>4. Aligned daily formative assessments and CFUs</li> <li>5. Data Meetings facilitated by Data Analyst</li> <li>6. Purchase supplies, substitutes for planning/PD, learning material storage, technology, online programs, visual aid resources, other resources and materials.</li> </ol>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Title I	15,000		Percent of students at or above reading will increase from 30 to 67 by June 2021.
2 Title I	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)	<ol style="list-style-type: none"> <li>1. Unpack Standard and Create Exemplars</li> <li>2. Identify Gaps: Determine gaps between student work and exemplar</li> <li>3. Plan the Reteach: Plan an exemplar for the re-assessment</li> <li>4. Practice the Reteach: Stand and deliver reteach with real-time feedback</li> <li>5. Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</li> <li>6. Purchase supplies</li> </ol>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Title I	5,000		Percent of students at or above reading will increase from 30 to 67 by June 2021.
3 Title I	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)	Purchase supplies, substitutes for planning/PD, learning material storage, technology, online programs, visual aid resources, other resources and materials.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Title I	10,000		Percent of students at or above reading will increase from 30 to 67 by June 2021.

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: 147 - Morningside ES

Principal: Cuarenta, Vanessa

Executive Director: Susan Hernandez

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	102	Increase by 10%	June 2020
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	82	Decrease by 10%	June 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	90	100	June 2021
	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	96	100	June 2021

### 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 the number of parents enrolled for Parent Portal	<ol style="list-style-type: none"> <li>Partner with FW Future Fund, FWCP and additional partnerships.</li> <li>Provide snacks, materials and resources during parent workshops and parent events facilitated by parent communication liaison.</li> <li>Provide opportunities for parents to enroll in Parent Portal during parent events such as Men on the Move and Family Nights.</li> </ol>	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Data Analyst	6/18/2021	Title I	12,500		Number of parents using parent portal will increase by 10%
2 Title I	The number of incident referrals for target groups will decrease by 10%	Implementation of House System, TBRI, Restorative Practices, and PBIS	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Data Analyst	6/18/2021	Title I	2,000		Number of duplicate referrals will decrease by 10%
3 Title I	The number of incident referrals for target groups will decrease by 10%	Coping skills small group support by counselor and case manager	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Data Analyst	6/18/2021	Title I	0		Number of duplicate referrals will decrease by 10%
4 Title I	Increase the number of Fitness Gram report cards that are distributed to parents.	Include report card distribution dates to the campus calendar.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Data Analyst	6/18/2021	Title I	0		100% of students will complete the Fitness Gram test

5	Title I	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. (ESF 3.1)	<ol style="list-style-type: none"> <li>1. 100% of students and staff will belong to a House which will cultivate community and create a sense of unity within each House.</li> <li>2. Our building and school garden will be clean, organized, and welcoming 100% of the time.</li> <li>3. Teachers will facilitate SEL lessons</li> <li>4. Men on the move and parent workshops</li> <li>4. Purchase supplies, resources and snacks</li> </ol>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/18/2021	Title I	1,746		All students, staff, and stakeholders will feel welcomed, safe, and proud to be a Morningside Ram which will create a positive learning environment.
6	Title I	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. (ESF 3.1)	<ul style="list-style-type: none"> <li>-Practices and policies are captured in writing and consistently implemented with fidelity</li> <li>-Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed</li> <li>-Artifacts in the classrooms and hallways reference practices and policies</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	6/18/2021	Title I	1,000		All students, staff, and stakeholders will feel welcomed, safe, and proud to be a Morningside Ram which will create a positive learning environment.

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

<b>BOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>MOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

