

# Fort Worth Independent School District

## 146 M.H. Moore Elementary School

### 2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# **Mission Statement**



# Comprehensive Needs Assessment

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## Demographics

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M.H. Moore Elementary is a Title 1 school that truly is a neighborhood school. We are in the Diamond Hill Pyramid within Fort Worth ISD. All our students either walk or drive

- Multigenerational families in a household
- Close knit community
- PLTW and Blue Zone school

# Student Learning

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Uvwfgpv"Rtqi tguu

For school years 2015-2016 through 2017-2018, M. H. Moore saw increases in all domains (Student Achievement, School Progress and Closing the Gap). In the school year 2018-2019, we saw a decrease in each of these domains that resulted in a “C” rating. This rating carried over to the school year of 2019-2020 because of Covid-19.

- Student Achievement:

2015-2016 - 76      2016-2017 - 78      2017-2018 - 77      2018-2019 - 69

- Student Progress

2015-2016 - 52      2016-2017 - 55      2017-2018 - 87      2018-2019 - 76

- Closing the Performance Gap

2015-2016 - 46      2016-2017 - 47      2017-2018 - 84      2018-2019 - 68

## UVCCT"Cec fg o ke"Rgthqt o cpeg"423:/423;

For the school year 2018-2019, we saw a decrease in student performance in most groups for the different tests. While this happened, our scores were ahead of district scores in all groups and tests except for 5<sup>th</sup> grade Science (Approaches, Meets and Masters) and 4<sup>th</sup> grade Writing (Masters). The Masters percentage on the Science test increased from the previous testing year.

### ELA/Reading 2018-2019

	Approaches %	Meets %	Masters %
AA	80	20	0
H	70	31	16
W	83	50	17

### Math 2018-2019

	Approaches %	Meets %	Masters %
AA	80	40	0
H	80	39	15

W	83	50	33
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#### Writing 2018-2019

Approaches %	Meets %	Masters %
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AA	*	*	*
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H	58	31	6
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W	*	*	*
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#### Science 2018-2019

Approaches %	Meets %	Masters %
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AA	*	*	*
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H	53	24	10
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W	*	*	*
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#### UVCCT" Cec fg o ke" Rgthqt o cpeg" 4242/4243

For the school year 2020-2021, we saw a decrease in student performance in all groups compared with 2018-2019. More than half of our students were virtual learning during last school year, which affected their academic progress.

#### ELA/Reading 2020-2021

Approaches %	Meets %	Masters %
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AA	67	33	33
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H	56	24	12
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W	67	0	0
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#### Math 2020-2021

Approaches %	Meets %	Masters %
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AA	0	0	0
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H	49	19	8
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W	33	0	0
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#### Writing 2020-2021





skills have not been taught in a consistent and systematic (phonics, phonemic awareness, etc.) way across the campus.

**Rtqdnig o "Uvcvg o gpv"4**< Third grade students struggle with comprehension skills which causes an inability to reach projected NWEA MAP growth. **Tqqv"Ecwug**< Lack of training and support for teachers on how to implement a systematic and explicit schoolwide phonics program.

**Rtqdnig o "Uvcvg o gpv"5**\***Rtkqtkvk|gf**< Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Tqqv"Ecwug**< Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Rtqdnig o "Uvcvg o gpv"6**< Emergent bilingual students and RP students are lacking reading comprehension skills which affects all subjects as evidenced in the most recent STAAR scores and MOY NWEA growth scores. **Tqqv"Ecwug**< There was not a schoolwide instructional system based on high leverage strategies to teach literacy and engage all students in rigorous instruction.

**Rtqdnig o "Uvcvg o gpv"7**\***Rtkqtkvk|gf**< Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores. **Tqqv"Ecwug**< The campus does not have a systematic and explicit system to teach foundational literacy skills. Teachers need more training and resources.

**Rtqdnig o "Uvcvg o gpv"8**< We have lost several students to external virtual programs and ILT Charter school. **Tqqv"Ecwug**< Parental concerns due to Coronavirus COVID 19 pandemic and lack of marketing strategy to showcase the great things that are happening at M. H. Moore Elementary using multiple platforms.

**Rtqdnig o "Uvcvg o gpv"9**\***Rtkqtkvk|gf**< Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Tqqv"Ecwug**< Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.



## UejqqnRtqeguugu" ( "Rtqitc o u"Uvtgpi vju

Based on the Panorama Survey, student engagement and relationships are high. Students want to be here.

Relationships with parents and community is strong even if our PTA is small

100% of Highly Qualified

most of our teachers are veteran teachers

We have after school clubs and sports when not during Covid times.

PLTW program is a proud point with our community.

## Rtqdig o "Uvcvg o gpv"Kfgpvkh{kpi"UejqqnRtqeguugu" ( "Rtqitc o u"Pggfu

**Rtqdig o "Uvcvg o gpv"3** Finding resources to meet the needs of unique disabilities or learning needs is difficult for teachers (based on Panorama survey). **Tqqv"Ecwug** Teachers haven't had specific Professional Development on meeting the needs of struggling tier 2 students.

**Rtqdig o "Uvcvg o gpv"4**\***Rtqitc o u"Uvtgpi vju** Based on the panorama survey, only 47% of teachers have a growth mindset with with underperforming students. **Tqqv"Ecwug**

**Reading 1** "Uvevg o gpv"; "Rtkqtk|gf+< Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Tqqv"Ecwug<** Teachers have not had professional development on high leverage practices to teach math and vocabulary strategies.

**Reading 2** "Uvevg o gpv"; "32< Third grade students struggle with comprehension skills which causes an inability to reach projected NWEA MAP growth. **Tqqv"Ecwug<** Lack of training and support for teachers on how to implement a systematic and explicit schoolwide phonics program.

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# Perceptions

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Rtqhguukqpcn"Rtcevkegu<

- Our campus develops instructional leaders by providing professional development, collaboration with colleagues across grade levels, and assigning teachers to lead roles such as bilingual lead, math lead and ELA lead. Their roles are clear as they meet with their respective departments to obtain information and knowledge that will then share with the rest of the staff on campus.
- Teachers help to collaborate in developing our campus CNA plan.

special education and dyslexia screening. **Tqqv"Ecwug** Teachers did not have enough MTSS Professional Development with hands on application and there was not a consistent MTSS plan that was followed by all grade levels.

**Rtqdnig o "Uvcvg o gpv"4** We have lost several students to external virtual programs and ILT Charter school. **Tqqv"Ecwug** Parental concerns due to Coronavirus COVID 19 pandemic and lack of marketing strategy to showcase the great things that are happening a M. H. Moore Elementary using multiple platforms.

# Priority Problem Statements

**Priority Problem Statement 1:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP growth reports and STAAR scores.

**Priority Problem Statement 2:**

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Ko r t q x g o g p v " R n c p p k p i " F c v c

- District goals
- Campus goals

## C e e q w p v c d k n k v { " F c v c

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## U v w f g p v " F c v c < " C u u g u u o g p v u

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## U v w f g p v " F c v c < " U v w f g p v " I t q w r u

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## U v w f g p v " F c v c < " D g j c x k q t " c p f " Q v j g t " k p f l e c v q t u

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## G o r n q { g g " F c v c

- Staff surveys and/or other feedback
- Teacher/Student Ratio



**RctgpvlEqo o wplv{"Fvc**

- Parent surveys and/or other feedback

**Uwr rqtv"U{uvgo u"cpf"Qvjgt"Fvc**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

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**Goal 1:** Nkygtce{ "

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxcg"qp"UVCCT"Tgcfkpi"htqo"3; ' "vq"77 ' "d{"Cwiwuv"42460

**Performance Objective 1:** Kpetgcug"vjg"rgtegpvcig"qh"RM"uvwfgpvu"yjq"ueqtg"Qp"Vtcm"qp"Ekteng"Rjqpqnqikecn"Cyctgpguu"kp"Gpinkuj""htqo"" :3 ' "vq":8 ' d{"Oc{"42440""

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**JD5" I qcn**

Gxcnwcvkqp"Fcvc"Uqwtegu< Circle data BOY, MOY and EOY, teacher data

Uvtcygi{"3" Fgvcknu	Tgxkyu
Uvtcygi{"3<	

Uvtevgi{"4"Fgvcknu	Tgxkyu
<p data-bbox="65 115 1407 219">Uvtevgi{"4&lt; Develop the capacity of the ILT by implementing protocols for distributive leadership in the area/s of instructional planning, school culture, data driven instruction and observation and feedback. Campus learning walks and PLCs will help instructional leaders identify strengths and opportunities for growth to create action plans.</p> <p data-bbox="65 219 1407 251">Uvtevgi{"u"Gzrgevgf"Tguwnvlk o rcev&lt;</p>	

**Goal 1:** Nkvtce{"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxcg"qp"UVCCT"Tgcfkpi"htqo"3; ' "vq"77 ' "d{"Cwiwuv"42460

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Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"/" Itcfg"5"uvwfgpvu"yjq"Oggv"qt"Gzeggf"itcfg"ngxgn"gzrgevcvkqpu"qp"mg{"OCR"Hnwgpe{"kpfkecvqtu"kp"Urcpkuj"htqo 54 ' "vq"59 ' ""d{"Oc{"42440

**JD5" I qcn**

Gxcnwevkqp"Fcvc"Uqwtegu< MAP Fluency Data BOY, MOY and EOY

Uvtcvgi{"3"Fgycknu	Tgxkyu
<p>Uvtcvgi{"3&lt; Improve quality of Tier 1 instruction in Literacy (emphasis in phonics instruction) through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons. Teachers will receive training and resources to implement robust foundational literacy programs (Neuhaus, Estrellita, Lunita, Esperanza, and Escalera).</p> <p>Uvtcvgi{"u"Gzrgevgf"Tguwvkl o rcev&lt; 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and galleryStr</p>	

### Demographics

**Findings:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Recommendations:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

### Student Learning

**Findings:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP

**Goal 1:** Nkvtge{"

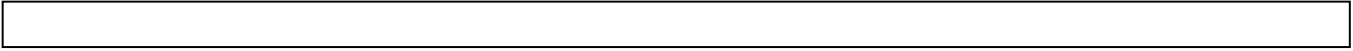
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**Performance Objective 3:** Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"vjqtqwi j" I tcfg"7"uwfpgpvu"yjq"oggv"qt"gzeggf"rtqlgevgf"itqyv j"qp"OCR" I tqyv j

Tgcfkpi"kp"Gpinkuj"htqo"58 ' "vq"97 ' ""d{"Oc{"42440"

Kpetgcug"vjg"rgtegpvcig"qh"Mkpfgtictvgp"vjqtqwi j" I tcfg"7"uwfpgpvu"yjq"oggv"qt"gzeggf"rtqlgevgf"itqyv j"qp"OCR" I tqyv j"Tgcfkpi"kp"Urcpkuj"htqo"57 ' "vq 97 ' ""d{"Oc{"42440

<p><b>Vctigvgf"qt"GUH"Jki j"Rtkqtkv{</b></p>	
<p><b>JD5" I qcn</b> <b>Gxcnwcvkqp"Fcvc"Uqwtegu&lt;</b> MAP Growth Assessment BOY, MOY and EOY, KEA for kindergarten students</p>	<p><b>Hqt o cvkxg</b></p>
<p><b>Uvtcvgi {"3" Fgvcknu</b></p>	<p><b>Tgxkyu</b></p>
<p><b>Uvtcvgi {"3&lt;</b> Improve quality of Tier 1 instruction in Literacy through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons and provide highly interactive Tier I instruction. Teachers will receive training and resources to implement robust foundational literacy programs (Neuhaus, Estrellita, Lunita, Esperanza, and Escalera). Increase library circulation numbers to at least 6,000 books per six weeks.</p> <p><b>Uvtcvgi {"u"Gzrgevgf" Tguwvkl o rcev&lt;</b> 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback.</p> <p>2. Teachers will use Kagan Strategies during Tier I instruction to keep student engagement level above 85%.</p> <p>3. 85% of phonics lesson will show consistent and effective use of the schoolwide phonics program.</p> <p>4. The schoolwide phonics program will be taught with fidelity and 80% of K - 3 students will master their grade level phonics standards at EOY as measured by NWEA Map fluency.</p> <p>5. NWEA Map Growth data for K-5th grade students will show a 10% increase in growth from BOY to MOY to EOY through Tier 1 instruction and small group supports.</p>	<p><b>Hqt o cvkxg</b></p>
<p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi&lt;</b> ILT (including data analyst) and teachers</p> <p><b>Vkvn g"K"Ue jqqn y kfg" Gng o gpvu&lt;</b> 2.4, 2.6 - <b>VGC"Rtkqtkvkgu&lt;</b> Build a foundation of reading and math, Improve low-performing schools - <b>GUH"Ngxgtu&lt;</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	
<p><b>Rtqdn g o "Uvcvg o gpvu&lt;</b> Demographics 4 - Student Learning 5, 7 - School Processes &amp; Programs 7, 12 - Perceptions 1</p> <p><b>Hwpfkpi"Uqwtegu&lt;</b> Professional Development - Title I (211) - 211-13-6299-04E-146-30-510-000000-22F10 - \$8,600</p>	



## School Processes & Programs

**Root Cause:** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent STAAR Scores and NWEA MAP Growth scores. **Impact:**



**Goal 2:** Gctn{"Ocvj"

Kpetgcug"vjg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"yjq"ueqtg"cv"oggvu"itcfg"ngxgn"qt"cdqxcg"qp"UVCCT"Ocvjgocvkeu"htqo"5' "vq"72' "d{"Cwiwuv"42460

**Performance Objective 1:** Kpetgcug"vjg"rgtegpvcig"qh"RM"uvwfgpvu"yjq"ueqtg"Qp"Vtcem"qp"Ekteng"Ocvj"htqo";4' "vq";9' ""d{"Oc{"42440

Gxcnvcvkqp"Fcvc"Uqwtegu< CLI testing, teacher assessments

Uvtcvgi{"3"Fgvcknu	Tgxkyu
<p>Uvtcvgi{"3&lt; Improve quality of Tier 1 instruction in Math through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Staff will be trained in Kagan Strategies in order to plan for continuous formative assessments throughout lessons.</p> <p>Uvtcvgi{"3}u"Gzrgevfgf" Tguwnvk o rcev&lt; 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback.</p> <p>2. 85% of math lessons will show consistent and effective use of the best practices and lessons will follow the concrete to abstract math learning continuum program.</p> <p>3. 97% of PK students will master their grade level math standards at EOY as measured by CLI.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi&lt; ILT (including data analyst) and teachers</p> <p>VGC"Rtkqtkvkgu&lt; Build a foundation of reading and math, Improve low-performing schools - GUH"Ngxgtu&lt; Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Eq o r t g j g p u k x g" U w r r q t v" U v t c v g i { - V c t i g v g f" U w r r q t v" U v t c v g i { - C f f k v k q p c n" V c t i g v g f" U w r r q t v" U v t c v g i { - T g u w n v u" F t k x g p" C e e q w p v c d k n k v {</p> <p>Rtqdn go "Uvcvg o gpvuc&lt;</p>	

**Goal 2:** Gctn{"Ocvj"

Kpetgcug"v.jg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"y j5h"ueqtg"Qp"Vtcm"qp"VZ/MGC"Ocvj"htqo"5 ' "vq"72 ' "d{"Cwiwuv"42460

**Performance Objective 2:** Kpetgcug"v.jg"rgtegpvcig"qh"5tf"itcfg"uvwfgpvu"y j5h"ueqtg"Qp"Vtcm"qp"VZ/MGC"Ocvj"htqo"3; ' "vq"62 ' "d{"Oc{"42440

Gxcnwcvkqp"Fcvc"Uqwtegu< BOY, MOY and EOY TX-KEA Math results

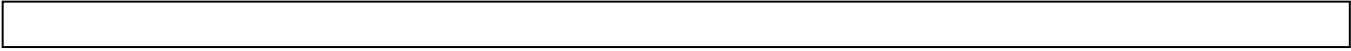
Uvtcvgi{"3" Fgvcknu	Tgxkgyu
<p>Uvtcvgi{"3&lt; Improve quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned collaborative planning, lesson delivery and performance data using best practices and performance standards. Supplies, technology, substitutes and materials will be purchased to support this strategy. Lesson plans will indicate strategies being utilized from Kagan training.</p> <p>Uvtcvgi{"u"Gzrgevfg" Tguwnvlk o rcev&lt; 1. Observed lessons and student work will increase from 70% to 80% in their alignment to the level of rigor of the standards as measured by leadership walkthroughs and gallery walks with peer feedback.</p> <p>2. Su. Uvtcg ( Vkerqpukxgdxdg #</p>	

**Goal 2:**

## Student Learning

**Reading Objective 7:** Students in grades K-2 are lacking foundational reading skills on phonemic and phonological awareness as evidenced in CLI, KEA, NWEA MAP

**Goal 3: EEOT"**



## School Processes & Programs

**Reading Instruction:** Only 4% of our students have been identified with dyslexia, which is below district and state average numbers. It is expected to have about 10% of students receiving dyslexia services. **Teacher Training:** Teachers are not trained to look for characteristics of dyslexia based on student work and NWEA fluency results. MTSS process and referral system was not clear.

**Goal 3: EEOT"**



## School Processes & Programs

**Rating of "Urgency";** Students are lacking academic math vocabulary and number sense skills which is causing them to struggle in math, which is evident in the most recent

**Goal 4:** Ngctpkpi "Gpxktqp o gpv" \*dcugf" qp" vjg" DQG" eqpuvtckpvu+  
 Gpuwtg" cnn" uvwfgpvu" jcxg" ceeguu" vq" c" uchg. "uwr rqtvkxg" cpf" ewnvwtcm{ "tgurqpukxg" ngctpkpi "gpxktqp o gpv0

**Performance Objective 1:** Fgetgcug" vjg" pw o dgt" cpf" rgtgpcv i g" qh" uvwfgpvu" y j q" ctg" e j tqpkccm{ "cdugpv" htq o "37 ' "vq" 32 ' "d{ "Oc{ "42440

**Gxcnwckqp" Fcvc" Uqwtgcu** < FOCUS program (Excessive Absence Attendance results through the year)

Uvtcvgi { "3" Fgvcknu	Tgxkyu	
<p><b>Uvwg" W3" HCP" PR" system i d i # 10</b> The ILT and support staff to track, monitor and support students/families that have chronic absentee issues. Supplies, technology and materials will be purchased to support this strategy. Attendance clerk and family engagement specialist will contact parents daily to address attendance concerns and offer support. Reward families with perfect attendance every six weeks. Monitor weekly attendance using bulletin board and reward classes and teachers every six weeks.</p> <p><b>Uvtcvgi { }u" Gzrgevff" TguwnvK o rcev</b> &lt; 1. Chronic absentee rate will fall to 10% by the EOY.            2. Student performance in all contents will increase by EOY as measured by local/district assessments, NWEA Growth and STAAR scores.</p> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</b> &lt; ILT (including Data Analyst), Family Engagement Specialist and support staff (including the pyramid stay in school coordinator)</p> <p><b>Vkvnq" K" Ue" jqqny kfg" Gng o gpvu</b> &lt; 2.4, 2.6, 3.1, 3.2 - <b>VGC" Rtkqtkvku</b> &lt; Improve low-performing schools - <b>GUH</b>  <b>Ngxgtu</b> &lt; Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture -  <b>Eq o rtg jgpukxg" Uwr rqtv" Uvtcvgi { - Vct igvgf" Uwr rqtv" Uvtcvgi {</b>  <b>Rtqdnq o "Uvcg o gpvu</b> &lt; School Processes &amp; Programs 13</p>	<b>Hqt o cvkxg</b>	

**Goal 4:** Ngctpkpi "Gpxktqp o gpv"\*dcugf"qp"vjg"DQG"eqpuvtckpvu+  
Gpuwtg"cnm"uvwfgpvu"jcxg"ceeguu"vq"c"uchg."uwr r qtvkxg"cpf"ewnvtcm{ "tgu r qpukxg"ngctpkpi "gpxktqp o gpv0

**Performance Objective 2:**





**Goal 4:** Ngctpkpi "Gpxktqp o gpv"\*dcugf"qp"vjg"DQG"eqpuvtckpvu+  
 Gpuwtg"cnm"uvwf gpvu"jcxg"ceeguu"vq"e"uchg."uwr rqtvkxg"cpf"ewvwtcm{"tgurqpukxg"ngctpkpi"gpixktqp o gpv0


**Performance Objective 3:** Kpetgcug"vjg"rqukvkxg"rgtegrvkqp"qh"rctgpvu"qp"Gpici g o gpv"qp"vjg"fkuvtkv"u"Rctgpv"Uwtxg{"d{"32 ' "d{"Oc{"42440


Gxcnvcvkqp"Fvcv"Uqwtegu< MOY and EOY Panorama Survey results

Uvtcvgi {"3" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi {"3&lt; Through multiple parent and school partnership opportunities, families will feel a positive connection with M.H. Moore. Supplies and materials will be purchased to support this strategy. The campus will have monthly meeting with the community (e.g. Coffee with the Principals, family nights, and Spring Fiesta among other). The campus will increase its presence in social media (Facebook, Tweeter, and Instagram) by 30% compared with last school year.</p> <p>Uvtcvgi {"u"Gzrgevfgf" TguwnvK o rcev&lt; 1. Increased number of families of families will feel welcomed and participate in our organized family activities.            2. Organized schoolwide parent conferences will be embedded in the school year.            3. Family numbers in Parent Portal will increase by 10% which means parents will stay connected with their student's progress.            4. Social Media footprint will be organized and used more through the year to promote the happenings at M. H. Moore.            5. PK and Kindergarten Camp with students and parents before school starts will help new families feel welcomed and a part of M. H. Moore.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqplvqtiki&lt; ILT (including Data Analyst), Family Engagement Specialist, support staff and teachers</p> <p>Vkvnng"K"Uejqqnykfg" Gng o gpvu&lt; 3.1, 3.2 - VGC" Rtkqtkvkgu&lt; Recruit, support, retain teachers and principals, Improve low-performing schools - GUH" Ngxgtu&lt; Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Eq o rtg jgpukxg" Uwr rqtv" Uvtcvgi {            - Vct igvgf" Uwr rqtv" Uvtcvgi { - Tguwnvu" F tkxgp" Ceeqwpvcdkkv {</p> <p>Rtqdnng o "Uvcvg o gpvu&lt; Demographics 3 - School Processes &amp; Programs 6</p> <p>Hwpfkpi" Uqwtegu&lt; extra duty for teacher assistants - Title I (211) - 211-61-6116-04L-146-30-510-000000-22F10 - \$500, extra duty pay for planning during the summer - Title I (211) - 211-13-6116-04E-146-30-510-000000-22F10 - \$2,000, snacks or incentives to promote parent participation - Title I (211) - 211-61-6499-04L-146-30-510-000000-22F10 - \$1,500, Museum Night at Museum and Stem Museum Night at MHM - Title I (211) - 211-61-6299-04E-146-30-510-000000-22F10 - \$1,500</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
Rtqdnng o "Uvcvg o gpv"5: Parental engagement was extremely low. Family nights and other school events that helped connect with our parents did not occur.



# Site-Based Decision Making Committee

Eq o o kvvgg" Tqng	Pc og	Rqukvkqp
Classroom Teacher 1	Kathryn Medrano	Kindergarten Teacher (team leader)
Classroom Teacher 2	Kristen McClure	Kindergarten Teacher
Classroom Teacher 3	Christopher Gasca	Third Grade Teacher
Classroom Teacher 4	Casey Alexander	Fifth Grade Teacher
DERC Representative 1	Mapy Lugo	Data Analyst
Community Representative 2	Patricia Mendiola	Community Representative
Business Representative 1	Sylvia Ayala	Business Representative
Non-classroom Professional	Jose Carranza	Instructional Coach
Parent 1	Marina Casarrubias	Parent (PTA)
Parent 2	Erendida Lara	Parent (PTA)
Parent 3	Edith Avila	Parent (PTA)
Community Representative 1	Dayami Sijo	Community Representative
Administrator	Ricardo Alvarez Uzcategui	Principal
Administrator	Katy Myers	Assistant Principal
DERC Representative 2	Kathryn Medrano	Teacher
District-level Professional	Alex Falcon	District Level Professional
Paraprofessional	Llayra Elliott	Family Engagement Specialist

# Campus Funding Summary

Vknv"K"*433+						
I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu" Pggfgf	Fguetrvkqp	Ceeqwpv"Eqfg	C o qwpv
1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-146-30-510-000000-22F10	\$9,152.00
1	2	1	small group supports	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-146-30-510-000000-22F10	\$4,000.00
1	3	1	Professional Development	Contracted professional development	211-13-6299-04E-146-30-510-000000-22F10	\$8,600.00
1	3	2	Printer for data analyst	Technology for data analyst	211-13-6396-04E-146-30-510-000000-22F10	\$800.00
2	1	1	technology for instructional use	Technology for instructional use	211-11-6396-04E-146-30-510-000000-22F10	\$4,900.00
3	1	1	Data Analyst	Data Analyst	211-13-6119-04E-146-30-510-000000-22F10	\$76,851.00
3	1	1	library reading materials	Reading materials for library use	211-12-6329-04E-146-30-510-000000-22F10	\$1,000.00
3	1	1	TA	Teacher Assistant	211-11-6129-04E-146-30-510-000000-22F10	\$27,868.00
3	2	1	substitutes for professional developement	Subs for professional development	211-11-6112-0PD-146-30-510-000000-22F10	\$4,000.00
3	2	1	extra duty pay for teachers	Extra duty pay for PD after hours	211-11-6116-0PD-146-30-510-000000-22F10	\$2,000.00
4	2	1	Supplies	Supplies and materials for professional development		



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\$148,393.00																				
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\$0.00																				
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# Addendums