

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 054 - Morningside MS

Principal: Edwards, Justin

Executive Director: Steven Johnson

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: 93.1

Special Education: 14.1

Dual Language/ESL: 22.2

Gifted and Talented: 10.7

Career and Technology: 24.7

Percentage of at-risk students: 88

Percentage of English Language (EL) students: 23.8

Percentage of economically disadvantage students: 93.6

2019-2020 Campus Site-Based Committee

Name	Role
Sabrina Bone	Teacher
Latoya Hawkins	Teacher
Carol Shores	Teacher
Graciela Chavez	Parent
Virginia Jackson	Parent
Reginald Robinson	Community Representative
Jared Williams	Community Representative
Charles Stone	Business Representative
Damon Sumner	Campus Non-Teacher Professional
Justin Edwards	Principal
Lonnie Williams	District Level Staff
Brittany Block	Teacher
Blanca Salinas	Campus Non-Teacher Professional
Adria Boone	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Morningside MS. 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 57	56 - Improvement Required
Domain 2: School Progress 63	
Domain 3: Closing The Gaps 39	

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 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

the Fort Worth ISD School Board;

the Texas Education Code;

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 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. Our campus has two ethnic groups, African American and Hispanic, that are represented almost equally.	1. Demographics of staff are not representative of student population. Increase cultural awareness of staff.	1. Maximize instructional effectiveness through reducing class sizes, providing additional instructional support and resources to teachers.
	2. Increase in student population; approximately 760 students for 2019-2020 school year.	2. Reduce the teacher to student ratio in core academic classes.	2. Increase family engagement through hosting parental events and other activities to create parent capacity.
	3. Provide support services and mentoring groups for AA students which is at-risk sub-group population.	3. Establish mentoring groups such as First Ladies Club, Girl's Inc, and Helping Hands.	3. Build teacher and administrative capacity through professional development.
Student Achievement	1. Multiple representations of data sources to gauge student achievement an instructional resources to enhance student achievement	1. Common Assessments and instructional resources that are more aligned with the taught SE's in each core content to accurately assess student strengths and weaknesses.	4. Provide Social and Emotional support to students.
	2. Increased ADA attendance and Honor Roll students from previous school year	2. Student Incentives for academic achievement, attendance and behavior improvement.	5.
	3. Students who receive special services are scheduled to receive all services including sped, dyslexia, and ESL services.	3. Increase the performance of our special education and ELL students in all grade levels and content areas.	
School Culture and Climate	1. Multiple levels of support for teachers on our campus.	1. Establish teacher mentoring program for first and second year teachers.	
	2. Leadership opportunities are encouraged for all staff and students	2. Establish student voice (Leaders in Training) and teacher activity committees.	
	3. Support student Social Emotional Needs on campus	3. Establish wellness hall that includes a mediation and meditation room in addition to wrap around services for students.	
Staff Quality/ Professional Development	1. Use of T-TESS provides teachers with quality feedback on teaching pedagogy and is evidenced based.	1. Assessing effectiveness of staff professional development.	
	2. Significant reduction in campus referrals and student out of school suspensions	2. Restorative Practice and classroom management training for core teachers and new staff.	
	3. Professional Development is established by the campus based on instructional walkthrough feedback.	3. More than 60% of our campus have less than 5 years teaching experience	

Curriculum, Instruction, and Assessment	1.	Administration and Learning Coaches trained in Instructional Feedback by Region XI	1.	Region XI instructional coaching for core teachers and new staff members.
	2.	All core content teachers share same planning period to share best practices and conduct daily PLCs.	2.	Professional development on Formative Assessments, Standard Alignment, cultural awareness and student engagement in each content area.
	3.	Weekly common assessment and district interim assessments via Eduphoria and District Benchmarks	3.	Weekly progress monitoring protocol to monitor individual student growth of student sub groups.
Family and Community Involvement	1.	Parental support for extra-curricular activities.	1.	Host parent and community events each semester and establish PTO. (Donuts w/Dad, Muffins w/moms, pastries w/parents)
	2.	Increased community engagement through campus Social Media Platforms.	2.	Parent liaison to maintain monthly communication with parents and the community.
	3.	Campus support systems and community support	3.	Recruit community and business partners to support Morningside initiatives and SBDM
School Context and Organization	1.	SST Meetings and Behavioral Implementation plan with decrease in student referrals and OSS	1.	Physical and Emotional coping items to implement Restorative Practice Room (Stress Ball, Yoga Mats, exercise ball)
	2.	Customized campus and community support systems. (Helping Hands)	2.	Campus Technology - Ipad & Chromebook Cart
	3.	Expectations for student and teacher Culture routines	3.	Develop written expectations for students and staff based off building routines and transition periods.

Academic Excellence Goals

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

Campus Name: 054 - Morningside MS

Principal: Edwards, Justin

Executive Director: Steven Johnson

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.	55.41	19.27	3.50	12	

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	Core teachers will attend daily department PLC's for collaboration and vertical alignment.	PLC's will have a daily focus on improving teacher effectiveness and student achievement. M - Data Analysis T- Reteach Planning W - Professional Development/Studying Student Work Th - Peer Teaching F - Department	Teacher(s)	5/29/2020	Title I		On Target	
2 Title I	Provide teachers, instructional specialists, instructional coaches, data analyst and administrators with Professional Development to increase content knowledge, leadership skills and best practices.	Identify best practices and PD based on instructional needs, data analysis, teacher survey, walkthrough feedback and student needs. Attend PD workshops and conferences that improve content knowledge, leadership and best practices.	Instructional Leadership	5/29/2020	Title I	2,522	On Target	
3 Title I	Staff Personnel Positions: Data Analyst and Title I Math Teacher	Double block 7th grade math students as indicated by significant decrease in 7th grade Math STAAR Data. Allocate Title I Funds to secure additional Title I Math Teacher to reduce class sizes in 7th grade math.	Principal	8/12/2019	Title I	125,013	On Target	
4 SPED	Strategically place SPED students in classes with inclusion support and provide instructional needs based on student and teacher needs.	Core teachers have inclusion support in classes that are identified with SPED students.	Other	8/12/2019	Special Education	7,644	Not Started	
5 LEP	Strategically place EL students in sheltered Math and ELAR classes and provide instructional support to increase student achievement and student growth for EL and TELPAS rating	-PD on utilizing ELPS strategies in Core and Elective classes. -Conduct student TELPAS data meetings so students can identify strengths and weaknesses in TELPAS ratings. - Conduct small group pull-out rotations based off student TELPAS rating scores	Other	8/12/2019	Bilingual	1,262	Not Started	
6 Title I	Weekly data meetings during PLC's to monitor student growth and student achievement.	Consistently monitor classroom instruction and provide immediate feedback to teachers.	Instructional Leadership	5/29/2020	Title I		Not Started	
7 Title I	Provide teachers and administrators with materials, supplies, resources and training, that focus on analyzing data focusing on student growth and achievement.	Provide professional development to teachers and administrators based off Paul Bambrick's Data Meeting Protocol.	Instructional Leadership	5/29/2020	Title I	16,710		
8 Title I	Provide academic interventions for before, during and after school interventions.	Conduct Saturday School camps in core content areas. Conduct after school tutorials for core content areas.	Instructional Leadership	5/29/2020	Title I	10,000		

9	Title I	Provide teachers with student tracker for progress measure and SE' measure	Create campus spreadsheet and establish student baseline scores. Track individual student progress using interim assessments, benchmark scores and teacher reteach data.	Instructional Leadership	1/6/2020				
10	Title I	Provide students identified as G/T with instructional resources and general supplies to extend instruction	- Identify students as G/T as evidenced by PEIMS indicator. - Provide resources and supplies to extend instructional learning	Teacher(s)		Gifted & Talented	558	Not Started	
11									
12									
13									
14									
15									

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 054 - Morningside MS

Principal: Edwards, Justin

Executive Director: Steven Johnson

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	18	30	EOY
	Percent of students at grade level or above in Reading will increase from 24% to 33%	24	33	EOY

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	Provide teachers, instructional specialists, instructional coaches, data analyst and administrators with Professional Development to increase content knowledge and best practices.	Identify best practices and PD based on instructional needs, data analysis, teacher survey, walkthrough feedback and student needs. Attend PD workshops and conferences that improve content knowledge, leadership and best practices.	Instructional Leadership	5/29/2020	Local (Basic Allotment)	3,000	Not Started	
2 Title I	Provide teachers with materials, supplies and training, that focus on analyzing data focusing on student growth and achievement.	Provide professional development to teachers and administrators based off Paul Bambrick's Data Meeting Protocol.	Instructional Leadership	5/29/2020	Local (Basic Allotment)	36,000	Not Started	
3 Title I	Weekly data meetings during PLC's to monitor student growth and student achievement.	Utilize Leverage Leadership Data Protocol and Feedback Protocol. Conduct weekly data meetings with core teachers to monitor student growth and student achievement.	Instructional Leadership	5/29/2020			Not Started	
4 Title I	Instructional leadership Team and Teachers and teachers will provide ongoing support to teachers in classrooms, instructional feedback and PLC's.	Develop PLC Calendar and Data Driven Instruction Map that details Professional Development and campus reteach days.	Instructional Leadership	5/29/2020				
5 Title I	Improve library resources and increase student Lexile Levels utilizing Achieve 3000	Utilize Achieve 3000 data to monitor student lexile levels. Administer BOY evaluation for baseline data. Track student lexile levels monthly by grade level and individual students.	Principal	5/29/2020	Title I	2,000	Not Started	
6 Title I	Provide teachers with instructional pullouts, materials and training on interpreting and analyzing data and improving teacher effectiveness	Core content teachers will receive a pullout every six weeks to plan IPC calendars for the upcoming six weeks.	Teacher(s)	5/29/2020	Local (Basic Allotment)	250		
7 Title I	Provide teachers, specialist data analyst, and administration with technology and Professional Development to assist with student growth and technology implementation.	Core Content teachers will receive training on utilizing Google Classroom.	Instructional Leadership		Local (Basic Allotment)	3,000	Not Started	
8 SPED	Increase collaboration among Special Education teachers and classroom teachers	Inclusion teachers and cooperating teacher will attend Stetson training to assist with models of co-teaching.	Instructional Leadership	5/29/2020	Title I	3,000	Not Started	

9	Title I	Provide after school interventions for students to increase student achievement	<ul style="list-style-type: none"> -Conduct Saturday School camps in core content areas. Conduct after school tutorials for core content areas. -Track student data before, during and after interventions -Identify target student groups based off teacher re-teach data and students who have not met growth measure in Math and/or Reading as indicated by MOL and Interim Assessment Data. (Be intentional in identifying SPED, ELL, AA and Hisp sub-groups) -Students will receive direct teach from low performing high frequency SE's 	Instructional Leadership	5/29/2020			Not Started	
10		Improve academic achievement and student growth in AA, SPED, HISP, and ELL sub groups as evidenced by Domain 3: Closing the Gaps	<ul style="list-style-type: none"> - Identify students in AA, SPED, HISP and ELL sub-groups who have not met student progress measure as evidenced by Interim Assessment Data. - Provide teachers with student data growth sheets to establish re-teach small groups. - Track student data before, during and after interventions to measure effectiveness 						
11	Title I	Use SCE funds to support student achievement through software programs	<ul style="list-style-type: none"> - Identify instructional software that supports student achievement (IXL, Brainpop, Actively Learn, All In Learning) 	Instructional Leadership	11/4/2019	SCE	7,000		
12									
13									
14									
15									

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

9								
10								
11								
12								
13								
14								
15								

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

