

**Fort Worth Independent School District**  
**054 Morningside Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of Morningside Middle School is to prepare and empower all students to be lifelong learners and productive citizens in a global society.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Morningside Middle is a Title I public school with 97% of its students being Economically Disadvantaged and services South Fort Worth residents and is under the Polytechnic High School Pyramid and we currently have 3 Elementary feeder schools. Our campus has primarily two ethnic groups; African American and Hispanic which are represented almost equally. Approximately 36% of our students are English Learners and 10% Special Education population.

### Demographics Strengths

Morningside is a culturally diverse campus with multiple languages spoken by students on campus.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Morningside Middle EL students had a 25% progress rate (in 2019) which was 11% beneath our needed target of 36% to meet our EL Progress Indicator in Domain 3, Closing The Gap based on STAAR State Accountability **Root Cause:** No systems in place to understand EL data and the impact of TELPAS on our State Accountability Rating

# Student Learning

## Student Learning Summary

Morningside has been a low achieving campus for several years and has not had two consecutive years of an academically acceptable rating by TEA under the new STAAR testing administration. Morningside is currently a Improvement Required Year 2 campus. Historically, Morningside Middle has had content grade level to accel, however as a campus all tested contents have not acceled together creating an academically acceptable rating. Prior to Covid-19, Morningside Middle student assessment data was promising as many tested areas were achieving Top 5 rankings in student achievement according to District Short Cycle Assessments.

Morningside TEA Accountability grade for the 2020-2021 school year was cancelled due to Covid-19 (Campus keeps previous grade rating)

Morningside TEA Accountability grade for the 2019-2020 school year was a F rating (Overall 53)

Morningside TEA Accountability grade for the 2018-2019 school year was a F rating (Overall 58)

## Student Learning Strengths

Morningside students who are scheduled to receive support services are scheduled to receive all services including Special Education, Dyslexia, 504 and ESL services. Campus uses multiple data points and sources to assess student data such as Lexia, NWEA MAP data, Demonstration of Learning, District Benchmark and Common Assessments.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 29% of Hispanic 6th Grade Math students met their MAP projection growth goal with a 4.5 point increase in their RIT scale score from Fall to Winter for the 2020-2021 school year. **Root Cause:** Lack of intentional academic vocabulary development in lesson planning

**Problem Statement 2 (Prioritized):** 36% of Hispanic 6th Grade Reading students had a projected growth goal of 3.9 RIT points on the MAP MOY Assessment; however based on the projections, a -1 RIT growth point was observed by this subgroup. **Root Cause:** Lack of intentional academic vocabulary development in lesson planning

# School Processes & Programs

## School Processes & Programs Summary

Campus Instructional leaders have clear, written roles and responsibilities and use consistent written protocols and processes to lead their department, grade-level teams. Morningside Middle has clear selection criteria, protocols hiring and induction processes. Campus leaders implement personalized strategies to support and retain staff, particularly high-performing staff

## School Processes & Programs Strengths

Morningside Middle use of the T-Tess Rubric and Coaching Feedback cycle to give teachers quality feedback on pedagogy and best teaching practice. Daily PLC's for all Math and ELAR core content teachers to support district learning initiatives and all core content teachers share a common planning period to conduct daily PLC's.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Morningside 2019-2020 ESF Diagnostic Summary Report states there is a lack of alignment to the rigor and complexity of the learning standards in instructional delivery **Root Cause:** TEKS deconstruction is not included in the lesson planning process

# Perceptions

## Perceptions Summary

The mission of Morningside Middle is to prepare and empower all students to be life-long learners and productive citizens in a global society.

Morningside embodies students and staff that have the following values of perseverance, accountable, responsible, risk-taker, productive-learner, confidence, respect, integrity and empathy. Staff members and students share a common understanding of the values in practice on the campus.

Morningside aims to be a premier urban school in the Fort Worth district. The campus has increased its community and parent engagement through campus social media.

## Perceptions Strengths

Morningside Middle stakeholders are engaged in the creation and refining the campus mission, vision and values. Campus practices and policies demonstrate high expectations and shared ownership for student success. Our campus has customized community supportsystems for wrap around services for students

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** For the 2020-2021 school year, student attendance has increased from 89.7% in the 1st 6 weeks to 92.6% in the 4th 6 weeks; however EL students within the same timeframe make up 23% of those students with excessive absences (students with 10 or more absences) **Root Cause:** Limited Resources to communicate with EL parents and guardians

# Priority Problem Statements

**Problem Statement 1:** Morningside Middle EL students had a 25% progress rate (in 2019) which was 11% beneath our needed target of 36% to meet our EL Progress Indicator in Domain 3, Closing The Gap based on STAAR State Accountability

**Root Cause 1:** No systems in place to understand EL data and the impact of TELPAS on our State Accountability Rating

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 29% of Hispanic 6th Grade Math students met their MAP projection growth goal with a 4.5 point increase in their RIT scale score from Fall to Winter for the 2020-2021 school year.

**Root Cause 2:** Lack of intentional academic vocabulary development in lesson planning

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 36% of Hispanic 6th Grade Reading students had a projected growth goal of 3.9 RIT points on the MAP MOY Assessment; however based on the projections, a -1 RIT growth point was observed by this subgroup.

**Root Cause 3:** Lack of intentional academic vocabulary development in lesson planning

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Morningside 2019-2020 ESF Diagnostic Summary Report states there is a lack of alignment to the rigor and complexity of the learning standards in instructional delivery

**Root Cause 4:** TEKS deconstruction is not included in the lesson planning process

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** For the 2020-2021 school year, student attendance has increased from 89.7% in the 1st 6 weeks to 92.6% in the 4th 6 weeks; however EL students within the same timeframe make up 23% of those students with excessive absences (students with 10 or more absences)

**Root Cause 5:** Limited Resources to communicate with EL parents and guardians

**Problem Statement 5 Areas:** Perceptions



# Goals

## Goal 1: 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.

**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 36% to 46% by May 2022.

Increase the percentage of EL students students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 48% by May 2022.

**Evaluation Data Sources:** NWEA MAP Companion Guide, MAP student growth summary report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategically place EL students in structured literacy classes based on STAAR and MAP performance</p> <p><b>Strategy's Expected Result/Impact:</b> EOY expected growth of 10% increase in EL student performance as evidenced by Reading MAP and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers and counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers utilize small groups to assist low achieving EL students as identified by Lexia data.</p> <p><b>Strategy's Expected Result/Impact:</b> EL students will progress from foundational level to intermediate level in word study, comprehension and grammar.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Leadership Team</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ILT will develop Professional Development using the book "7 Steps to a Language Rich Interactive Classroom" to enhance the effectiveness of the 4 fundamentals (LSRW) of the EL population.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers are trained in how to implement ELPS strategies for Effective Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, teachers administration</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Books - Title I (211) - 211-13-6329-04N-054-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve library resources and books to increase student Lexile levels</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in student NWEA MAP Growth Reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Librarian</p> <p><b>Funding Sources:</b> Books - Title I (211) - 211-12-6329-04N-054-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 36% of Hispanic 6th Grade Reading students had a projected growth goal of 3.9 RIT points on the MAP MOY Assessment; however based on the projections, a -1 RIT growth point was observed by this subgroup. <b>Root Cause:</b> Lack of intentional academic vocabulary development in lesson planning</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 46 % to 56 % by May 2022.

Increase the percentage of EL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44 % to 54 % by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will develop Professional Development using the book "7 Steps to a Language Rich Interactive Classroom" to enhance the effectiveness of the 4 fundamentals (LSRW) of the EL population.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers are trained in how to implement ELPS strategies for Effective Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, teachers administration</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strategically place EL students in Enhanced Math classes based on STAAR and MAP performance</p> <p><b>Strategy's Expected Result/Impact:</b> EOY expected growth of 10% increase in EL student performance as evidenced by Math MAP and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors and ILT</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use SCE funds to support student achievement through software programs</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing academic learning software, Morningside will have a 11% increase in Math MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Admin and ILT</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$5,990</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 2:** Increase the percentage of students who score at MEETS or above in Algebra 1 from 52 % to 100 % by May 2022.

Increase the percentage of EL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55 % to 100 % by May 2022.

**Evaluation Data Sources:** Eduphoria, STAAR EOC Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will develop Professional Development using the book "7 Steps to a Language Rich Interactive Classroom" to enhance the effectiveness of the 4 fundamentals (LSRW) of the EL population.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers are trained in how to implement ELPS strategies for Effective Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, teachers administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Title I funds to allocate a position for a Data Analyst</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize staff personnel to provide professional development and assist teachers with analyzing and interpreting data to make data-driven decisions to increase student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> administrator, data analyst</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</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>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Staff - Title I (211) - 211-13-6119-04N-054-30-510-000000-22F10 - \$69,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Morningside 2019-2020 ESF Diagnostic Summary Report states there is a lack of alignment to the rigor and complexity of the learning standards in instructional delivery <b>Root Cause:</b> TEKS deconstruction is not included in the lesson planning process</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





**Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 18% to 28% by May 2022.

Increase the percentage of Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18% to 28% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Eduphoria, STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct after-school tutorials and instructional camps to increase student growth indicator as evidenced by Domain 2 TEA State Accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of EL students will achieve their student growth goal as indicated by Domain 2.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and ILT</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-054-30-510-000000-22F10 - \$6,000, - Title I (211) - 211-11-6499-04N-054-30-510-000000-22F10 - \$1,886</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Cultivate literacy skills by promoting fluent reading through Read-Alouds in the classroom conducted by the teacher. .</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy will increase vocabulary, background knowledge, and reading fluency. as measured by MyPath and Lexia Data</p> <p><b>Staff Responsible for Monitoring:</b> ILT and Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6329-04N-054-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student engagement by creating an optimal learning environment that promotes reading growth and learning through goal setting, student choice/multiple pathways and collaborative learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to monitor and track their own data and growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> ILT and teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide explicit vocabulary instruction by giving students an opportunity to use new vocabulary in a variety of contexts through activities such as peer discussions, writing and partner/independent reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading comprehension and academic vocabulary as measured by MyPath and Lexia.</p> <p><b>Staff Responsible for Monitoring:</b> ILT and teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide teachers with and administrators with materials, general supplies, resources and training that focus on analyzing data with emphasis on student growth and achievement</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff are adequately equipped with general supplies and resources to create a classroom environment conducive to learning</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6399-04N-054-30-510-000000-22F10 - \$17,761</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Morningside Middle EL students had a 25% progress rate (in 2019) which was 11% beneath our needed target of 36% to meet our EL Progress Indicator in Domain 3, Closing The Gap based on STAAR State Accountability <b>Root Cause:</b> No systems in place to understand EL data and the impact of TELPAS on our State Accountability Rating</p>

### Student Learning

**Problem Statement 1:** 29% of Hispanic 6th Grade Math students met their MAP projection growth goal with a 4.5 point increase in their RIT scale score from Fall to Winter for the 2020-2021 school year. **Root Cause:** Lack of intentional academic vocabulary development in lesson planning

**Problem Statement 2:** 36% of Hispanic 6th Grade Reading students had a projected growth goal of 3.9 RIT points on the MAP MOY Assessment; however based on the projections, a -1 RIT growth point was observed by this subgroup. **Root Cause:** Lack of intentional academic vocabulary development in lesson planning

### School Processes & Programs

**Problem Statement 1:** Morningside 2019-2020 ESF Diagnostic Summary Report states there is a lack of alignment to the rigor and complexity of the learning standards in instructional delivery **Root Cause:** TEKS deconstruction is not included in the lesson planning process

### Perceptions

**Problem Statement 1:** For the 2020-2021 school year, student attendance has increased from 89.7% in the 1st 6 weeks to 92.6% in the 4th 6 weeks; however EL students within the same timeframe make up 23% of those students with excessive absences (students with 10 or more absences) **Root Cause:** Limited Resources to communicate with EL parents and guardians

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 10% to 20% by May 2022. Increase the percentage of students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 20% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data, Eduphoria

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct after-school tutorials and instructional camps to increase student growth indicator as evidenced by Domain 2 TEA State Accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of EL students will achieve their student growth goal as indicated by Domain 2.</p> <p><b>Staff Responsible for Monitoring:</b> ILT teachers and administration</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of teachers will include academic vocabulary that is aligned to the learning standard being taught which includes differentiated strategies in the weekly Lesson Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have mastery of key terms leading to comprehension of application problems.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of teachers will include sentence stems and/or written summaries to support learning academic vocabulary as part of their instruction at least 3 days a week</p> <p><b>Strategy's Expected Result/Impact:</b> To build reading and writing capacity in EL students using academic vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> teachers and ILT</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers, instructional coaches, data analyst, counselors and administrators with Professional Development to increase content knowledge and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6112-0PD-054-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-11-6116-0PD-054-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Improve Academic Achievement and student growth for students by purchasing interactive technology resources to support visual and interactive learning for small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize ipads, chromebooks to support academic instruction for students</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6396-04N-054-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Morningside 2019-2020 ESF Diagnostic Summary Report states there is a lack of alignment to the rigor and complexity of the learning standards in instructional delivery <b>Root Cause:</b> TEKS deconstruction is not included in the lesson planning process</p>





**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the percentage of students who are chronically absent from 23% to 13% by May 2022.

Decrease the percentage of EL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 13% by May 2022.

**Evaluation Data Sources:** FWCP Data, ADA Data,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a parent night to help EL parents learn how to login and sign-up for parent portal to access student attendance and academic data.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in parent engagement and involvement in campus activities.</p> <p><b>Staff Responsible for Monitoring:</b> administration, counselor, parent liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop Professional Development and train teachers and support staff on using the Language Line/utilize PLC to call parents and document in FOCUS/google sheet</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers and support staff are trained on utilizing Language Line to communicate more effectively with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement google sheet documentation every 3 weeks to document failures and communicate academic failures to parents</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents are contacted and communicated with according to guide to grade reporting</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** For the 2020-2021 school year, student attendance has increased from 89.7% in the 1st 6 weeks to 92.6% in the 4th 6 weeks; however EL students within the same timeframe make up 23% of those students with excessive absences (students with 10 or more absences) **Root Cause:** Limited Resources to communicate with EL parents and guardians

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.





**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 36% to 50% by May 2022.

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of in and out of school suspensions for Economically Disadvantaged students or the student group that is most marginalized on our campus (gender, race, program, other) from 9% to 4% by May 2022.

**Evaluation Data Sources:** FWISD CIP Companion Guide, Focus Discipline Data, FWCP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement PBIS through support staff and establish an emotional sensory room to support student social and emotional learning and behaviors by allocating funds to acquire a Teaching Assistant &amp; Social Worker to help with trauma and family support.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% reduction in total student referrals and out of school suspensions for economically disadvantaged students</p> <p><b>Staff Responsible for Monitoring:</b> admin, support staff, counselors, intervention specialist</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> TA - Title I (211) - 211-11-6129-04N-054-30-510-000000-22F10 - \$34,690, Student Support contracted services - Title I (211) - 211-32-6299-04N-054-30-510-000000-22F10 - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration, counselors and intervention specialist will develop student support plans to monitor and support at risk students with high referrals and classroom incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receive support plans and coping strategies to self-regulate behavior, internal and external conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors, support staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> For the 2020-2021 school year, student attendance has increased from 89.7% in the 1st 6 weeks to 92.6% in the 4th 6 weeks; however EL students within the same timeframe make up 23% of those students with excessive absences (students with 10 or more absences) <b>Root Cause:</b> Limited Resources to communicate with EL parents and guardians</p>

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 5% to 15% by May 2022.

**Evaluation Data Sources:** Panorama SEL Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide workshops and learning sessions for parents to assist with interpreting STAAR Data and TELPAS and family engagement night</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in parental involvement and participation in parent sponsored events.</p> <p><b>Staff Responsible for Monitoring:</b> administration, parent liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6499-04L-054-30-510-000000-22F10 - \$3,000, - Title I (211) - 211-61-6399-04L-054-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Morningside Middle EL students had a 25% progress rate (in 2019) which was 11% beneath our needed target of 36% to meet our EL Progress Indicator in Domain 3, Closing The Gap based on STAAR State Accountability <b>Root Cause:</b> No systems in place to understand EL data and the impact of TELPAS on our State Accountability Rating</p>

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	3	Books	Reading materials for professional development	211-13-6329-04N-054-30-510-000000-22F10	\$5,000.00
1	1	4	Books	Reading materials for library use	211-12-6329-04N-054-30-510-000000-22F10	\$3,000.00
2	2	2	Staff	Data Analyst	211-13-6119-04N-054-30-510-000000-22F10	\$69,000.00
3	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-054-30-510-000000-22F10	\$6,000.00
3	1	1		Snacks or incentives for students	211-11-6499-04N-054-30-510-000000-22F10	\$1,886.00
3	1	2		Reading materials for classroom use	211-11-6329-04N-054-30-510-000000-22F10	\$3,000.00
3	1	5		Supplies and materials for instructional use	211-11-6399-04N-054-30-510-000000-22F10	\$17,761.00
3	2	4		Subs for professional development	211-11-6112-0PD-054-30-510-000000-22F10	\$5,000.00
3	2	4		Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-22F10	\$5,000.00
3	2	5		Technology for instructional use	211-11-6396-04N-054-30-510-000000-22F10	\$5,000.00
4	3	1	TA	Teacher Assistant	211-11-6129-04N-054-30-510-000000-22F10	\$34,690.00
4	3	1	Student Support contracted services	Contracted student support services	211-32-6299-04N-054-30-510-000000-22F10	\$14,000.00
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-054-30-510-000000-22F10	\$3,000.00
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-22F10	\$3,000.00
<b>Sub-Total</b>						\$175,337.00
<b>Budgeted Fund Source Amount</b>						\$175,337.00
<b>+/- Difference</b>						\$0.00

**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3		Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$5,990.00
<b>Sub-Total</b>						\$5,990.00
<b>Budgeted Fund Source Amount</b>						\$5,990.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$181,327.00