Fort Worth Independent School District

147 Morningside Elementary School

2023-2024 Improvement Plan

Mission Statement

Empowering ALL students to attain high levels of academic proficiency and to become lifelong learners who value and show respect for themselves and each other.

Vision

Efficacy, Equity, Excellence, and Empowered Students!

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Comprehensive Needs Assessment

Revised/Approved: April 28, 2023

Demographics

Demographics Summary

Morningside Elementary School is an urban elementary school in the Morningside area of Fort Worth, Texas. MES educates approximately 420 students in grades Pre-K 3 through 5th.

We provide regular programming, one and two-way dual language, ESL, gifted and talented, early childhood, special education and inclusion special education classes.

Morningside Elementary has an enrollment breakdown as such:

- Hispanic: 68%

- African American: 28%

- Asian: 0%

- Other: 3%

- EL: 53%

- SpEd: 14%

- GT: 6%

- Economically disadvantaged: 97%

Our staff is diverse in terms of years of experience and race/ethnicity. Below is a breakdown of our teaching and professional staff in terms of demographics:

- Hispanic: 39%

- African American: 19%

- Asian: 3%

- White: 35%

Student Attendance:

2019-20 (Pre-COVID): 93.87%

2020-21 (Post-COVID): 93.21%

2021-22 (Post-COVID): 90.52%

2022-23 (Post-COVID): 93.7%

Demographics Strengths

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, chrome-books for all students, and school supplies, school uniforms, winter coats, etc. to those in need.
- We have one PreK 3 class offered for students who qualify through a grant with Fort Worth Children's Partnership.
- We implement SEL supports to assist in meeting the needs of our scholars including: a full-time certified counselor, a CIS case manager, and FWISD Case Manager.
- We provide dual language course one way and two way for student.
- We engage parents by communicating in their home language.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%.   **Root Cause:** Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2: As of April 2023, 67% of our African American students have missed more than 5 days of school.   **Root Cause:** Lack of consistent incentives for attendance.

Student Learning

Student Learning Summary

The data reflects Pre K Circle Data- EOY Data in Phonological Awareness skills and Math Skills.
94% of English tested students are On-track with Phonological Awareness skills.
100% of Spanish tested students are On-track with Phonological Awareness skills.
81% of English tested students are On-track with math skills.
100% of Spanish tested students are On-track with math skills.

Student Learning Strengths

Circle Phonological Awareness

Morningside students outperformed the district on Circle Phonological Awareness on both English and Spanish assessments.

Circle Math

Morningside Spanish test taking students outperformed the district on Circle Math skills by 14%.

Reading MAP Growth

MES 4th grade average English Reading RIT score in the fall was 193.1 and it grew to 203.1 in the Spring of 2023 for a growth of 10 points.

MES 3rd grade average English Reading RIT score in the fall was 169.4 and it grew to 185.6 in the Spring of 2023 for a growth of 16.2 points.

MES 2nd grade average English Reading RIT score in the fall was 153.9 and it grew to 167.7 in the Spring of 2023 for a growth of 13.8 points.

MES 1st grade average English Reading RIT score in the fall was 145.9 and it grew to 157.6 in the Spring of 2023 for a growth of 13.1 points.

MES KG average English Reading RIT score in the fall was 134.6 and it grew to 157.6 in the Spring of 2023 for a growth of 23 points.

Math MAP Growth

MES 4th grade average Math RIT score in the fall was 193.0 and it grew to 209.1 in the Spring of 2023 for a growth of 16.1 points.

MES 3rd grade average Math RIT score in the fall was 177.0 and it grew to 197.1 in the Spring of 2023 for a growth of 20.1 points.

MES 2nd grade average Math RIT score in the fall was 162.9 and it grew to 183.5 in the Spring of 2023 for a growth of 20.6 points.

MES 1st grade average Math RIT score in the fall was 148.5 and it grew to 162.8 in the Spring of 2023 for a growth of 14.3 points.

MES KG average Math RIT score in the fall was 134.5 and it grew to 154.5 in the Spring of 2023 for a growth of 20 points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: African American K-5 students under performed their "Hispanic" peers in growth points by 5 points on the MOY MAP Math Assessment.   **Root Cause:** A need for teacher knowledge regarding culturally responsive instructional strategies and Tier 1 best practices.

Problem Statement 2 (Prioritized): African American K-5 students under performed their "all students" peers in growth points by 3 points on the MOY MAP Reading Assessment. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

Problem Statement 3: Special Education K-5 students under performed their "all students" peers in growth points by 8 points on the MOY MAP Reading Assessment.   **Root Cause:** Teacher did not consistently implement instructional strategies based on student data and SPED instructional best practices.

School Processes & Programs

School Processes & Programs Summary

To create a campus culture that is focused on academic success for all students, our lesson plans follow the FWISD scope and sequence. We utilize the curriculum framework and resources to ensure standard-aligned instructional practices. Daily lesson plan expectations include: the state TEKS, the learning objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS-aligned learning objective. Teachers are expected to include scaffolds in their lessons to differentiate for student needs to ensure all students can access the level of rigor expected from the state standard (tier 1 instruction).

School Processes & Programs Strengths

To create and model a data-rich campus culture focused on student growth and achievement, teachers use daily formative assessments to monitor student learning. Teachers adjust instruction based on student data to differentiate student needs on a daily basis. Teachers focus on common misconceptions from previously learning standards and provide small group instruction to ensure that students are learning at high levels. Students are also provided with opportunities to address learning gaps during GRIT time to ensure that they are mastering learning standards. Also, teachers collaborate to ensure that there is vertical alignment of essential standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Dual Language KG-5th scholars who tested in Spanish under performed their district peers in growth points by 27.1 points and campus English testing peers by 31.6 points on the MOY MAP Math Assessment. **Root Cause:** A need for teacher knowledge and fidelity with implementing the Dual Language model, bi-literacy best practices, and implementing research-based resources.

Problem Statement 2: Dual Language KG-5th scholars who tested in Spanish under performed their district peers in growth points by 12 points and campus English testing peers by 12 points on the MOY MAP Reading Assessment. **Root Cause:** A need for teacher knowledge and fidelity with implementing the Dual Language model, bi-literacy best practices, and implementing research-based resources.

Problem Statement 3 (Prioritized): Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively. **Root Cause:** Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

Perceptions

Perceptions Summary

According to family engagement events data, the highest activities attended were Family Literacy Night, Trunk or Treat and Open House.

Family Literacy: Estimated 50% of families were in attendance

Trunk or Treat: Estimated 50% of families were in attendance

Open House: Estimated 38% of families were in attendance

Family Valentine's Dance: Estimated 28% of families were in attendance

All Pro Dads - 1st year:Estimated 12% of families were in attendance

Perceptions Strengths

Based on data from a school wide teacher survey some of the strengths were:

The staff feels cared for and supported by each other.

The staff feels supported by our Instructional Coach and we have high expectation for our students and teachers.

Teachers understand the policies for addressing student bullying throughout the grades.

Students feel supported by the front office staff and teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although the 73% of the staff feels the school provides conflict resolution among students, 54% of staff feel conflict resolution is not decreasing.   **Root Cause:** The campus has not provided consistent professional development that targets conflict resolution steps and social and emotional needs among students that are monitored, assessed and modified as needed.

Problem Statement 2: 50% of our teachers feel they don't feel safe or a sense of belonging.   **Root Cause:** There is a need to develop distributive leadership to ensure all stakeholders consistently focus on a culture of learning and team building.

Problem Statement 3 (Prioritized): 55% of the staff feel we need to provide more community and parent involvement to improve student achievement.   **Root Cause:** The school

needs to implement a functioning PTA/PTO and throughout the year, provide ongoing activities for our parents/community that highlight student learning/achievement.

Priority Problem Statements

Problem Statement 1: African American K-5 students under performed their "all students" peers in growth points by 3 points on the MOY MAP Reading Assessment.

Root Cause 1: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%.

Root Cause 2: Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively.

Root Cause 3: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 55% of the staff feel we need to provide more community and parent involvement to improve student achievement.

Root Cause 4:
The school needs to implement a functioning PTA/PTO and throughout the year, provide ongoing activities for our parents/community that highlight student learning/achievement.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

District Goal 1: 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. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 94% to 98% by May 2024.
*Increase the percentage of PK students who score On Track on Circle in Spanish in rapid vocabulary naming from 70% to 80% by May 2024.
*Increase the percentage of African American students who score On Track on Circle Phonological Awareness in English from 93% to 96% by May 2024.

High Priority

Evaluation Data Sources: CLI Engage- Circle Progress Monitoring System

Strategy 1: Continue to develop the capacity of teachers by ensuring that they are effectively creating a plan for response to meet the needs of all students.

Strategy's Expected Result/Impact: Increase the performance percentages from BOY to EOY in Phonological Awareness (Rhyming II), Letter Sound Correspondence in both English and Spanish.

Staff Responsible for Monitoring: Mariam Kagaso, Principal
Nealie Kinchion, Assistant Principal
Ana Marquez, Data Analyst
Ashley James, Instructional Coach

Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: PreK teachers will be incorporated in the PLC structure, and analyze their Circle data to develop an intervention plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: PreK teachers **Provider / Presenter / Person Responsible:** Ashley James, Instructional Coaches Ana Marquez, Data Analyst **Date(s) / Timeframe:** September 2023; January 2024, and May 2024 **Collaborating Departments:** Early Childhood; Literacy Department; Math Department **Delivery Method:** Face to Face				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Strategy 2: Offer training on creating and using accessible instructional materials and technology tools that can benefit special education students.

Strategy's Expected Result/Impact: Accessible materials allow for a more personalized learning experience. Teachers can tailor content to match each SPED student's abilities, preferences, and learning styles.

Staff Responsible for Monitoring: Assistant Principal
Principal
Instructional Coach
Data Analyst

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2 - School Processes & Programs 3

Action Step 1 Details	Reviews			

Action Step 1: Teachers will participate in professional development in using instructional materials and technological tools to assist special education students.
 	
    Intended Audience: Teachers and Staff
    Provider / Presenter / Person Responsible: Assistant Principal
Principal
Instructional Coach
Data Analyst
    Date(s) / Timeframe: By May 2024.
    Collaborating Departments: District Technology
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students under performed their "all students" peers in growth points by 3 points on the MOY MAP Reading Assessment. **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
School Processes & Programs
Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively. **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

District Goal 1: 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. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten students who Meet or Exceed grade level expectations on Phonological Awareness indicators in English and Spanish from 31.6% to 45% by May 2024.

*Increase the percentage of 1st Grade students who Meet or Exceed grade level expectations on Phonological Awareness in English and Spanish from 19.7% to 35% by May 2024.

*Increase the percentage of 2nd Grade students who Meet or Exceed grade level expectations on Phonological Awareness in English and Spanish from 0% to 10% by May 2024.

*Increase the percentage of Economically Disadvantaged students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 20% to 45% by May 2024.

> **High Priority**
>
> **Evaluation Data Sources:** MAP Fluency

Strategy 1: We will improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

> **Strategy's Expected Result/Impact:** Increased performance on MAP Fluency in phonological awareness , and phonics/word recognition and the creation of a campus vision for literacy instruction.
>
> **Staff Responsible for Monitoring:** Principal
> Assistant Principal
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
>
> **Problem Statements:** Student Learning 2 - School Processes & Programs 3

Action Step 1 Details		Reviews			
Action Step 1: Establish a structured phonological awareness observation and feedback system for campus walkthroughs.		**Formative**			**Summative**
Intended Audience: Teachers		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal					
Assistant Principal					
Instructional Coach					
Data Analyst					
Date(s) / Timeframe: MAP Fluency BOY, MOY, EOY					
Collaborating Departments: Literacy Department; ADQ					
Delivery Method: Face to Face					
Funding Sources: Teacher Assistant - Title I (211) - 211-11-6129-04E-147-30-510-000000-24F10 - $26,983					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students under performed their "all students" peers in growth points by 3 points on the MOY MAP Reading Assessment. **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.
School Processes & Programs
Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively. **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

District Goal 1: 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. Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 30% to 34% or greater by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 54% to 62% by May 2024.
*Increase the percentage of Kindergarten through Grade 5 ELL students who meet or exceed projected growth on MAP Growth Reading in Spanish from 58% to 63% by May 2024.
*Increase the percentage of Economically Disadvantaged students who Meet or Exceed projected growth on MAP Growth Reading in Spanish from 55% to 62% by May 2024.

High Priority

Evaluation Data Sources: MAP Growth

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Performance met

Staff Responsible for Monitoring: Mariam Kagaso, Principal
Nealie Kinchion, Assistant Principal
Ashley James, Instructional Coach
Ana Marquez, Data Analyst

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 3

Action Step 1 Details		Reviews			
Action Step 1: Ensure that all teachers (K-5th) are going through the DDI process analyzing student work, student misconceptions, teacher exemplars and success criteria to ensure alignment to standards during planning and delivery. Teachers will participate in a vertical aligned, grade level PLC by content with specified areas of focus.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Mariam Kagaso, Principal Nealie Kinchion, Assistant Principal Ashley James, Instructional Coach Ana Marquez, Data Analyst **Date(s) / Timeframe:** Faculty Meeting TBD **Collaborating Departments:** Literacy Department and Office of Instructional Initiatives and School Supports **Delivery Method:** Face to Face					
0% No Progress	100% Accomplished	Continue/Modify		✗ Discontinue	

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively.   **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

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District Goal 2: 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.
Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 29% to 32% or greater by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math English from 81% to 96% by May 2024.
Increase the percentage of ELL students who score On Track on Circle Math English from 81% to 86% by May 2024.

> **Evaluation Data Sources:** Circle Math

Strategy 1: Improve Tier 1 Math using Creative Curriculum and Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

> **Strategy's Expected Result/Impact:** Performance objective met
>
> **Staff Responsible for Monitoring:** Principal
> Assistant Principal
>
> **Title I:**
> 2.4, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 4: High-Quality Instructional Materials and Assessments
>
> **Problem Statements:** School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1:	**Formative**			**Summative**
Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Creative Curriculum and Eureka) and implement the strategies they have learned.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers, ILT **Provider / Presenter / Person Responsible:** vendor **Date(s) / Timeframe:** As determined through the professional development calendar **Collaborating Departments:** Math, and Early Childhood **Delivery Method:** Face to Face **Funding Sources:** - BEA (199 PIC 25) - 199-13-6116-001-147-25-313-000000 - $2,805				

Action Step 2 Details	Reviews			
	Formative			**Summative**
Action Step 2: Offer guidance on creating and using accessible instructional materials and technology tools that can benefit SPED kids	**Nov**	**Jan**	**Mar**	**June**

Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Principal, Instructional Coach
    Date(s) / Timeframe: Ongoing based on needs
    Collaborating Departments: Math/SPED department
    Delivery Method: In Person
 	
    Funding Sources: - SPED (199 PIC 23) - - $3,188				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively.   **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

District Goal 2: 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.
Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above from 29% to 32% or greater by August 2024.

School Performance Objective 2: Increase the number of students who meet their percentage of growth projection MAP Growth in 1 & 5th grade from 22% in 1st grade to 30% and 54% in 5th grade to 60% by May 2024
Increase the percentage of K-3 students who score On Track on MAP Growth Math Spanish from 82.4% to 90% by May 2024.
Increase the percentage of Hispanic students who score On Track on Math English from 30.8% to 60% by May 2023.

Evaluation Data Sources: Map Growth

Strategy 1: Teachers will utilize MAP Growth data to identify reteach opportunities for students who need support or acceleration.

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will utilize MAP growth data to identify reteach opportunities for students who need support or acceleration.	**Formative**			**Summative**
Intended Audience: Teachers and Administrators	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal				
Assistant Principal				
Data Analyst				
Date(s) / Timeframe: Ongoing, and evaluated every 3 weeks within a 6 week period.				
Collaborating Departments: ADQ				
District Math Instructional Coach				
Delivery Method: Face to Face				
Funding Sources: - Gifted & Talented (199 PIC 21) - - $374				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will participate in a vertically aligned PLC to focus on specific essential standards in reporting category 1&2 (Computations and algebraic relationships, Numerical representations and relationships)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teacher **Provider / Presenter / Person Responsible:** Principal Assistant Principal Instructional Coach **Date(s) / Timeframe:** TBD: Faculty Meeting Schedule **Collaborating Departments:** District Math Department ADQ **Delivery Method:** Face To Face **Funding Sources:** Data Analyst - Title I (211) - 211-13-6119-04E-147-30-510-000000-24F10 - $72,166, - Title I (211) - 211-13-6399-04E-147-30-510-000000-24F10 - $7,144.71				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively.   **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 22.1% to 45% by May 2024.
Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 20.7% to 45% by May 2024.

Evaluation Data Sources: STAAR (Data pending August 2023)

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Meeting performance objective.

Staff Responsible for Monitoring: See Action Steps

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Instructional Leadership team will ensure the campus lesson plan format and lesson planning process is aligned to the FWISD curriculum and framework.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** N/A **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will ensure that lessons are aligned to the district scope and sequence.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: ILT				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: N/A				
Delivery Method: In Person				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Out of all STAAR tested students, only 35 % scored at the meets level or above on the reading test, and only 31% scored at the meets level or above on the math test compared to the district at 38% (reading) and 24% (math) respectively.   **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20.1% to 35% by May 2024.
Increase the percentage of 3-5 grade Economically Disadvantaged students scoring at MEETS or above on STAAR Math from 20% to 35% by May 2024.

Strategy 1: Provide ongoing professional development opportunities for teachers to enhance their math instruction skills. Regularly review the effectiveness of implemented strategies and adjust as needed.

Strategy's Expected Result/Impact: Alignment with Standards: Training ensures that teachers are well-versed in state standards and STAAR Math test objectives, enabling them to align their instruction more closely with what students are expected to know and be able to do.

Staff Responsible for Monitoring: Principal
 Assistant Principal
Data Analyst
Instructional Coach

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Develop a professional development plan that aligns with the identified needs. Ensure that these sessions are integrated into the academic calendar to provide continuity. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** Once a six weeks **Collaborating Departments:** District Math Department **Delivery Method:** Online and In Person	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: African American K-5 students under performed their "all students" peers in growth points by 3 points on the MOY MAP Reading Assessment. **Root Cause**: Teacher practices around tier 1 instruction (planning and delivery) are needing refinement.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Increase the overall attendance rate from 93.8% to 95%.

High Priority

Evaluation Data Sources: Focus

Strategy 1: Attendance team data meetings will focus on school-level attendance, as well as subgroup and grade-level attendance.

Strategy's Expected Result/Impact: Decrease in the number of chronically absent students.

Staff Responsible for Monitoring: Mariam Kagaso, Principal
Judy Garcia, Parent Liaison

Title I:
2.4, 2.5
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31st, identify, select, and notify Campus Attendance Committee of meeting schedule for the 23-24 school year. By September 9, Convene initial CAC committee and engage in the following daily supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications Blackboard.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parent & Teachers **Provider / Presenter / Person Responsible:** Campus Attendance Committee Members **Date(s) / Timeframe:** August 2023-May 2024. **Collaborating Departments:** Campus and Student Supports **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
	Formative			**Summative**
Action Step 2: Students at the highest risk of being absent will have an MTSS meeting and receive multi tiered support at Tier 2 & 3.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Staff & Parents **Provider / Presenter / Person Responsible:** MTSS Committee **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** MTSS **Delivery Method:** In Person **Funding Sources:** - SCE (199 PIC 24) - 199-11-6116-001-147-24-313-000000- - $5,916				
0% **No Progress**　　100% **Accomplished**　　➡ Continue/Modify　　✖ Discontinue				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%.   **Root Cause**: Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 3 by May 2024.

Evaluation Data Sources: Number of Events.

Strategy 1: Communicate with stakeholders regarding opportunities for engagement focusing on student achievement, attendance and parental involvement.

Strategy's Expected Result/Impact: Increased attendance and participation in engagement activities.

Staff Responsible for Monitoring: Mariam Kagaso, Principal
ILT

Title I:
2.6, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: By August 2023, schedule one parent engagement activity per six week period based on needs.	**Formative**			**Summative**
Intended Audience: Staff and Parents	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Mariam Kagaso, Principal ILT **Date(s) / Timeframe:** August 2023- Ongoing **Collaborating Departments:** N/A **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
Action Step 2: Monitor event attendance data increasing 10% participation from one event to the next.	**Formative**			**Summative**
Intended Audience: Families & Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, FES and Campus Staff				
Date(s) / Timeframe: August 2023-May2024				
Collaborating Departments: Multiple				
Delivery Method: In- Person				
Funding Sources: - Parent Engagement - 211-61-6499-04L-147-30-510-000000-24F10 - $2,148				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our grades with the lowest percentage in attendance are Pre-K 3 with 81.25% and Pre-K 4 with 91.49%.   **Root Cause**: Our attendance committee staff needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Perceptions
Problem Statement 3: 55% of the staff feel we need to provide more community and parent involvement to improve student achievement.   **Root Cause**: The school needs to implement a functioning PTA/PTO and throughout the year, provide ongoing activities for our parents/community that highlight student learning/achievement.

Campus Funding Summary

**Title I (211)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Teacher Assistant	Teacher Assistant	211-11-6129-04E-147-30-510-000000-24F10	$26,983.00
2	2	1	2		Supplies and materials for professional development	211-13-6399-04E-147-30-510-000000-24F10	$7,144.71
2	2	1	2	Data Analyst	Data Analyst	211-13-6119-04E-147-30-510-000000-24F10	$72,166.00
						Sub-Total	$106,293.71
						Budgeted Fund Source Amount	$106,293.71
						+/- Difference	$0.00

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
**SCE (199 PIC 24)**
4	1	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-147-24-313-000000-	$5,916.00
						Sub-Total	$5,916.00
						Budgeted Fund Source Amount	$5,916.00
						+/- Difference	$0.00

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
**Parent Engagement**
4	2	1	2		Snacks for Parents to promote participation	211-61-6499-04L-147-30-510-000000-24F10	$2,148.00
						Sub-Total	$2,148.00
						Budgeted Fund Source Amount	$2,148.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1		Extra duty - professional development after hours	199-13-6116-001-147-25-313-000000	$2,805.00
						Sub-Total	$2,805.00
						Budgeted Fund Source Amount	$2,805.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1		OTHER READING MATERIALS		$374.00
						Sub-Total	$374.00
						Budgeted Fund Source Amount	$374.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2		INSTRUCTIONAL MATERIALS		$3,188.00
						Sub-Total	$3,188.00
						Budgeted Fund Source Amount	$3,188.00
						+/- Difference	$0.00
						Grand Total Budgeted	$120,724.71
						Grand Total Spent	$120,724.71
						+/- Difference	$0.00

Addendums

Fort Worth ISD Independent School District

Title I, Part A Funded Extra-Duty

Employment Agreement Form

2022-2023

I hereby certify that, for the period consisting of the 2022-2023 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services for in the following area:

- ☑ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☐ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: $35 per hour

Employee Name (please print): _Jennifer Gonzalez_____

Employee Signature: _____ Date: _05-22-2023_

Supervisor Signature: _____ Date: _5-22-23_

Fort Worth ISD Independent School District

Title I, Part A Funded Extra-Duty

Employment Agreement Form

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Professional pay rate: $35 per hour

Employee Name (please print): _Amy Calamaco_____

Employee Signature: _____ Date: _May 22 23_

Supervisor Signature: _____ Date: _5/22/23_

E-MAILED

Fort Worth ISD Independent School District

Title I, Part A Funded Extra-Duty

Employment Agreement Form

2022-2023

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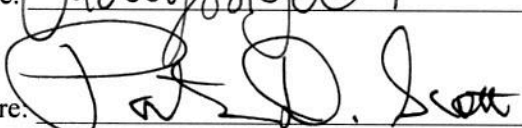
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: $35 per hour

Employee Name (please print): _Odalys Sigala_ _Odalys Sigala_

Employee Signature: _Odalys Sigala_ Date: _5/22/2023_

Supervisor Signature: _J. D. Scott_ Date: _5-22-23_

August 10th 2023
Title I Meeting Agenda

1. Welcome
2. Purpose: "To create an uplifting, structured, values-focused school community, with a dual focus on social-emotional learning and academic achievement. We set every student on a path of success in college, career, and beyond.
3. Explanation of the Morningside Elementary School TITLE I program
4. Explanation of campus data
    a. Annually perform a comprehensive needs assessment
    b. Use the data to effectively supplement the regular programs offered at school to increase academic achievement.
    c. Explanation of the Rating system and the delay in student scores.
    d. We are here to provide opportunities for parents to be actively engaged in their student's education and annually evaluate the effectiveness of programs offered through title funding.
    e. Eureka Curriculum (Math), Amplify (Reading).
    f. School Rating Information
    g. STAAR/TELPAS Information
5. Parental Involvement: Judy Garcia
    a. Introducing: Judy Garcia, Parent engagement specialist
    b. Explanation of parents' right to be involved and policy
    c. Explanation of the rights of parents to become involved in school-wide programs.
6. Family Engagement Activities:
    a. Parent communication through social media
    b. Tutoring opportunities for students

Title Meeting

August 10, 2023

Signature	Signature
Griselda Prado	
Bianca Murguia	
Anel Arredondo	
Sara Garcia	
Andy Garcia.	
Kency Bardales.	
Maria S G	
Rosa Lopez	
ALFONSO CALLEJAS	
Nancy Perez	
Joshua Watkins	
Aaron Lopez	
Jacqueline Guerrero	
Karen Mejs	
Mitzi Pacheco	
Juana Carmona	
Yessica Chirino	
Sandra Martinez	
Andrea Flores	
Maria Ramirez	
Nohemi Jauregui	Nohemi Jauregui

Title Meeting

August 10, 2023

Signature	Signature
Xinia Ordonez	
Ayricka Moland	
Maria Vargas	
Siomara Benitez mejia	
Jos Chopton	
Marbai	
Rulito Vie	
Rogelio Cisneros	
Brechelle Wash	
Desi Reyes	
Alejandra Perez	
Nancy Martinez	
Maria Garcia	
Rebeca Alfaro J.	
Roberto Uribe C.	
Kalin Walker	
martha Zamago	
Erika Cruz	

Title Meeting

August 10, 2023

Signature	Signature
Jennifer Cougar	
Luis Arias	
Silvya Ibañez	
Maria Dominguez	
Alejandro Rodriguez	
(signature)	
Nina Arts	
Daniella Baldazo	
(signature)	
(signature)	
Ricardo Rodriguez	
Guadalupe Vasquez	
Mayra Delgado	
Andrea Delgado	
Dayanis Garcia	
Brenda Lopez	
Karla Dueñas	
Donna Mims	
Carolina Garcia	
Millicent Edward	
Laura Fernandez	
(signature)	

Title Meeting

August 10, 2023

Signature	Signature
SheDonna Marshall	
Maria Gujosa	
Lacy Jackson	
Sandra Cruz	
Maybelin Sec	
Ebony Wallace	
Conception Zendejas	
Margarita De Jesús	
Arianna Franklin	
Maria del Carmen Hernandez	
Heidy Edith Ramirez	
Dunia Marleni Hernandez fuentes	
elmer Pinto	
Teresita Moreno	
Yessenia Hernandez	
Luis Cruz	
Heidy Lopez	
Rosa Retana	
Maria Adriano	
Valencia Dukes	
Alicia Muñoz	
Jessica Cazares	