

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

**Principal:** Edwards, Justin

**Campus Name:** 054 - Morningside MS

**Executive Director:** Susan Hernandez

## Fort Worth ISD Mission Statement

*Preparing ALL students for success in college, career, and community leadership.*

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

## School Profile

### Student Enrollment by Program

Attendance Rate: 42.42

Special Education: 11.1

Dual Language/ESL: 29.8

Gifted and Talented: 10.7

Career and Technology: 61

Percentage of at-risk students: 79.3

Percentage of English Language (EL) students: 30.9

Percentage of economically disadvantage students: 96.7

## 2020-2021 Campus Site-Based Committee

Name	Role
Sabrina Bone	Teacher
Carol Shores	Teacher
Jesse Rogers	Teacher
Jasmine Posada	District Level Staff
Justin Edwards	Principal
Adria Boone	Parent
TJ Patterson	Business Representative
Monica Ramirez	Community Representative
KP Tatum	Community Representative
Damon Sumner	Campus Non-Teacher Professional
Sherrie Arnold	Campus Non-Teacher Professional
Caroline Langston	Community Representative
Virginia Jackson	Parent
Graciela Chavez	Parent

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Morningside MS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 54	53 - F
Domain 2: <b>School Progress</b> 59	
Domain 3: <b>Closing The Gaps</b> 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 2020-2021 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

# Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>Our campus has primarily two ethnic groups; African American and Hispanic that are represented almost equally.</li> <li>Approximately 36% ELL student population and 10% SPED Population</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Increase cultural awareness of staff.</li> <li>Reduce the teacher to student ratio in core academic classes.</li> <li>Increase academic performance of student sub-groups in all core content areas and TELPAS</li> </ol>	<ol style="list-style-type: none"> <li>1. Maximize instructional effectiveness through reducing class sizes, providing additional instructional support and technology resources to teachers and students .</li> <li>2. Build teacher and administrative capacity through professional development, workshops and conferences.</li> <li>3. Increase family engagement through hosting parental events and other activities to build parent and community capacity.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>Multiple representations of data sources to gauge student achievement an instructional resources to enhance student achievement</li> <li>Increase ADA attendance and students on A/B Honor Roll</li> <li>Students who receive support services are scheduled to receive all services including SPED, Dyslexia, 504, ESL services.</li> </ol>	<ol style="list-style-type: none"> <li>Common Core Assessments and instructional resources that are aligned to the state standard (TEKS) to assess student strength and weakness.</li> <li>Student incentives for academic achievement, attendance and behavior and community service</li> <li>Increase student engagement and completion of online assignments and activities for "At Home Learning"</li> </ol>	<ol style="list-style-type: none"> <li>4. Provide Social and Emotional supports to students</li> <li>5.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Multiple levels of social and emotional support for teachers and students on campus</li> <li>Leadership Opportunities are encouraged for all staff and students</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Establish teacher mentoring program for first and second year teachers.</li> <li>Establish student voice and staff activity committees.</li> <li></li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>Staff trained in conflict de-escalation strategies and restorative .</li> <li>Use of T-Tess rubric to give teachers quality feedback on pedgagogy and best teaching practice.</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Professional Development on best practices utilizing technology devices and software for campus and "At Home Learning"</li> <li>Restorative Practice training for teachers and support staff.</li> <li></li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>All core content teachers share a common planning period to conduct daily PLC's</li> <li></li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Professional Development on Formative Assessments, Standard Alignment, cultural awareners, student engagement and technology implementation in in each content area.</li> <li>Region XI instructional coaching for core and elective teachers</li> <li></li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>Parental Support for extra-curricular activities</li> <li>Increased community and parent engagement through campus social media</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Host parent and community engement events each semester. (</li> <li>Parent liasion to maintain monthly communication with stakeholders and establish PTO.</li> <li></li> </ol>	

**School Context and Organization**

1.	Student Support Team meetings and Positive Behavior lnterventions implemented to decrease student referrals and OSS	1.	Physical, social and emotional coping items to implement restorative practices.
2.	Customized campus and community support systems for wrap around services for students.	2.	Campus technology - ipads, chromebooks, and technology devices for students and teachers to enhance "At Home Learning"
3.		3.	PPE protection for students, staff and guests to protect against the spread of illness

# Academic Excellence Goals

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

Campus Name: 054 - Morningside MS

Principal: Edwards, Justin

Executive Director: Susan Hernandez

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	115.38	40.84	7.91		

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	(ESF 5.1 and 5.3) Close the Academic Achievement Gaps in subgroups as evidenced in Domain 3	(ESF 5.3) Provide SPED teachers with materials, supplies, instructional resources and training that focus on analyzing data on student growth and academic achievement.	Principal,Assistant Principal,Teacher(s)	6/18/2021	Special Education	6,870		Receive Domain 3 indicator score in SPED growth for Math and Reading with SPED students showing a 10% growth in academic achievement .
2 Title I	(ESF 5.3) Provide academic interventions in core content tested subjects before, during and after school.	Provide Extra duty pay to teachers to conduct Saturday School camps and after school tutorials in core content tested areas.	Teacher(s)		Title I	11,219		Increase academic student achievement and student growth as evidenced in Domain 1 and Domain 2 by 10%.
3 LEP	(ESF 5.1 and 5.3) Close the Academic Achievement Gaps in sub groups as evidenced in Domain 3	Strategically place LEP students in classes with Transition support and provide instructional needs based on students' needs	Other	6/18/2021	Bilingual	97		Receive Domain 3 indicator score in LEP growth for Math and Reading as well as TELPAS with LEP students showing a 15% growth in academic achievement.
4 Title I	(ESF 5.3) Provide teachers and administrators with materials, supplies, resources and training that focus on analyzing data on student growth and academic achievement.	Provide professional development to teachers and administrators based upon Data Driven Instruction - DDI	Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	13,959		Instructional Staff are competent in Data Driven Instruction practices and are able to implement the Data Driven Instruction process with, at least, 85% proficiency .
5 Title I	(ESF 5.3) Provide teachers and administrators with materials, supplies, resources and training that focus on analyzing data on student growth and academic achievement.	Allocate Title I funds to hire a Data Analyst	Principal	6/18/2021	Title I	75,255		Instructional Staff are competent in Data Driven Instruction practices and are able to implement the Data Driven Instruction process with, at least, 85% proficiency .

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

#### BOY Status:

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

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

Campus Name: 054 - Morningside MS

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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	Strategy Expected Result/Impact
1 Title I	(ESF 5.1) Staff Personnel Additions - Title I Math Teacher	Allocate Title I Funds to secure Title I Teacher (math)	Principal	6/18/2021	Title I	57,767		Decrease class sizes by 5% and support smaller teacher:student teaching ratio in 7th grade math classes.
2 Title I	(ESF 5.3) 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 6 weeks to plan IPC calendars for the upcoming 6 weeks	Principal, Instructional Leadership, Teacher(s)	6/18/2021	Local (Basic Allotment)	2,033		TEKS alignment and allotted time to plan for upcoming 6 weeks. Improved lesson delivery and teacher effectiveness by 70%.
3	(ESF 5.1) Use SCE funds to support student achievement through software programs	Identify instructional software that support student academic achievement and growth. (IXL, Brainpop, EdPuzzle, Flocabulary, GoFormative)	Principal, Instructional Leadership	6/18/2021	SCE	7,142		Use instructional software to supplement academic instruction to increase student achievement by 10%.
4 Title I	(ESF 5.1 and 5.3) Improve academic achievement and student growth for students and G/T students by purchasing interactive technology resources to support visual and interactive learning for small group instruction	Utilize ipads, chromebooks, interactive flat panels and technology to support small group instruction for student groups.	Principal, Assistant Principal, Instructional Leadership, Teacher(s), Data Analyst	6/18/2021	Gifted & Talented	599		Increase student achievement as evidenced in Domain 2 and Domain 3 by, at least, 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:

# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 054 - Morningside MS

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Community partnerships will increase based on my unique campus needs as measured by the School Profile from	1	3	EOY
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	375	325	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	25	75	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	(ESF 5.1) Implement PBIS through VIP plan and establish emotional sensory room to support student and staff social and emotional learning and behaviors	Teacher assistant will develop student support plans to monitor and support students with high referrals	Teacher(s), Student Support Services	6/18/2021	Title I	33,559		Decrease in student OSS suspensions by 20% as evidence in PEIMS report.
2 Title I	Provide workshops and learning sessions for parents to assist with interpreting STAAR Data and TELPAS and family engagement night	Parent Liaison will identify workshops and host parent engagement night. (Math & Science night, literacy night, TELPAS, STAAR)			Title I	2,100		Increased parental involvement by 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:

