

# Lamar Consolidated Independent School District

## Morgan Elementary

### 2023-2024 Campus Improvement Plan



# Mission Statement

Mission: Everyone. Everyday. Every Student

## Vision

We will provide a dynamic and comprehensive educational and social-emotional experience to help every student reach their full potential.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fletcher Morgan Jr. Elementary opened in the Fall of 2021 as the 29th elementary school in Lamar Consolidated ISD. The need for Morgan Elementary is a direct result of the fast growth in Fulshear, and the northwest section of the school district. We serve students who live in 12 communities located within our attendance zone. Morgan Elementary serves students in Pre-Kindergarten through 5th grade. The student demographics are as follows:

Morgan Elem Demographics	
Total Students	1,075
Hispanic	26.17%
American Indian/Alaskan Native	7.96%
Asian	2.77%
African American	19.40%
Pacific -Is	0.18%
White	41.35%
Two Or More	4.21%
Eco Dis	32.39%
EB	12.26%
SPED	15.19%
GT	7.96%
At Risk	32.96%

### Demographics Strengths

The rich cultural diversity of our school is a direct reflection of the cultural diversity found in Fort Bend County as well as in Fulshear. The teachers and staff

of Morgan Elementary are trained in supporting students who receive English Language support services with sheltered instructional strategies. Our special education teachers are current on the instructional strategies needed to promote growth of students who receive special education services. All teachers have training in supporting the varying needs of all students through solid Tier I instructional best practices.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The Fulshear area is growing rapidly. Growth and student enrollment is expected to double in the next five years. **Root Cause:** The Greater Fulshear area is rapidly developing with the availability of land and master planned communities moving into the area.

# Student Learning

## Student Learning Summary

### Morgan Data Overview 2022-2023

#### STAAR

#### 3rd Grade

	Mathematics				Reading			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Morgan Elementary	129	85%	62%	22%	129	87%	67%	29%
Economic Disadvantage	33	67%	36%	9%	33	64%	30%	9%
Asian	6	100%	100%	33%	6	100%	83%	33%
Black/African American	22	77%	50%	9%	22	77%	55%	27%
Hispanic	34	79%	56%	24%	34	76%	53%	18%
Two or More Races	4	75%	50%	25%	4	100%	50%	50%
White	63	90%	67%	25%	63	94%	78%	35%
Currently Emergent Bilingual	14	79%	36%	14%	14	71%	43%	14%
Special Ed Indicator	16	50%	25%	19%	16	69%	31%	13%

#### 4<sup>th</sup> Grade

	Mathematics				Reading			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Morgan Elementary	150	83%	61%	34%	150	89%	65%	29%

	Mathematics				Reading			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Economic Disadvantage	30	63%	43%	17%	30	67%	33%	17%
Asian	6	83%	83%	50%	6	100%	50%	--
Black/African American	11	45%	18%	18%	11	64%	27%	18%
Hispanic	32	75%	53%	19%	32	72%	50%	19%
Two or More Races	10	100%	100%	50%	10	100%	100%	50%
White	90	88%	62%	39%	90	97%	71%	33%
Currently Emergent Bilingual	8	63%	63%	13%	8	75%	38%	13%
Special Ed Indicator	19	42%	21%	21%	19	63%	16%	5%

### 5<sup>th</sup> Grade

	Mathematics				Reading				Science	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches
Morgan Elementary	121	95%	64%	41%	121	94%	78%	55%	121	86%
Economic Disadvantage	26	88%	35%	8%	26	85%	58%	27%	26	73%
Asian	2	100%	50%	50%	2	100%	50%	--	2	50%
Black/African American	21	86%	38%	14%	21	95%	62%	48%	21	67%
Hispanic	25	96%	56%	28%	25	92%	72%	48%	25	92%
Two or More Races	6	100%	67%	67%	6	100%	100%	83%	6	83%
White	66	97%	76%	53%	66	94%	83%	58%	66	92%
Currently Emergent Bilingual	8	88%	63%	38%	8	100%	63%	28%	8	100%

	Mathematics				Reading				Science	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches
Special Ed Indicator	16	94%	25%	6%	16	69%	25%	--	16	69%

**GRA Levels 4<sup>th</sup> Nine Weeks**

Grade Level	Below	On Grade Level	Above Grade Level
Kinder	33%	24%	43%
First	24%	3%	73%
Second	25%	8%	68%

**MAP**

**3rd - 5th - Fall 2022 - Winter 20233**

3rd	Reading		Math	
Approaches	F 86%	W 91%	F 81%	W 79%
Meets	F 55	W 54 %	F 43%	W 38%
Masters	F 30	W 29 %	F 13%	W 10 %

4th	Reading		Math	
Approaches	F 92%	W 85%	F 86%	W 80%
Meets	F 66%	W 53%	F 56%	W 38%
Masters	F 36%	W 33%	F 23%	W 21%

5th	Reading		Math		Science	
Approaches	F 88%	W 90%	F 94%	W 93%	F 93%	W 89%
Meets	F 66%	W 61%	F 66%	W 61%	F 50%	W 58%
Masters	F 36%	W 35%	F 40%	W 33%	F 20%	W 27%



## 2nd - Fall 2022 - Spring 2023

2nd	Reading		Math	
Approaches	F 76%	S 74%	F 75%	S 64%
Meets	F 45%	S 36%	F 37%	S 23%
Masters	F 19%	S 24%	F 15%	S 3%

### Student Learning Strengths

2022-2023

#### TX- KEA (Kindergarten)

- 80% of students are on track with letter names

#### Guided Reading Assessment (GRA)

##### K

- 67% of Kindergarten students are reading on or above grade level

##### 1st Grade

- 73 % of 1st-grade students are reading on or above grade level
- 69% of Eco Disadvantaged students are reading on or above grade level
- 90% of White students are reading on or above grade level

##### 2nd Grade

- 76% of 2nd grade students are reading on or above grade level
- 67% of our Eco. Disadvantaged students are reading on or above grade level
- 71% of our AA students are reading on or above grade level
- 83% of White students are reading on or above grade level
- 67% of our EB students are reading on or above grade level

## MAP

- 2nd-grade reading increased from 19% to 24% in the Master's category (Fall to Spring)
- 3rd-grade reading increased from 86% to 91% in the Approaches Category ( Fall to Winter)
- 5th-grade reading increased from 88% to 90% in the Approaches Category (Fall to Winter)
- 5th-grade science increased from 50% to 58% in the Meets category (Fall to Winter)
- 5th-grade science increased from 20% to 27% in the Master's category (Fall to Winter)

## STAAR Strengths;

### Reading

- 89% of students in 4th grade Approached in Reading .
- 94% of 5th-grade students Approached in Reading

### Math

- 95% of 5th-grade students Approached in Math

### Science

- 86% of 5th grade students Approached in Science

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year. **Root Cause:** Students are not as prepared for standardized tests and as familiar with test taking strategies.

**Problem Statement 2:** On the 2022-2023 4th grade Reading STAAR students scored lower in Meets and Masters compared to the 2021-2022 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation for all students.

**Problem Statement 3:** On the 2022-2023 5th Grade Reading STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation for all students.

# School Processes & Programs

## School Processes & Programs Summary

As we are building Morgan Elementary we will be using the following processes and programs:

- CHAMPs
- PBIS
- Solution Focused Model
- MTSS Model
- PLC
- Character Counts
- Quality Tier I Instruction
- New Teacher Mentorship (campus/district level)
- Professional Development
- Instructional Modeling
- Panther Time
- Panther Watch
- No Place for Hate

## School Processes & Programs Strengths

As we continue to grow at Morgan Elementary a benefit is that the student population is small and we will be able to consistently use the following processes and programs:

- CHAMPs - campus wide implementation of student behavior management system will consistently support students at the Tier I level.
- PBIS - will serve to promote positive reinforcement of student behavior.
- Solution Focused Model - common framework to approach and resolve challenges.
- MTSS Model - staff will ensure that all students' needs are met.
- PLC - school wide collaborative process for grade levels to share instruction practices, analyze student performance, and generate and learn strategies for instruction.
- Character Counts - district wide education to build students with strong character.
- Quality Tier I instruction - decreases the number who need Tiered intervention support.
- New Teacher Mentorship (campus/district level) - help support and retain new teachers for following years.
- Professional Development - continuous learning to support high standard instruction for student achievement.
- Instructional Modeling - effective implementation of the instructional coaching cycle.
- Panther Time - campus wide invention and enrichment
- Panther Watch - 6 week progress monitoring cycle

- No Place for Hate- anti-bullying program

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. **Root Cause:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

# Perceptions

## Perceptions Summary

The team reviewed the Campus Climate Survey which is based on the 2022-2023 school year.

As we develop Morgan Elementary, we will focus on:

- building and maintaining positive relationships with all stakeholders
- create a positive atmosphere that celebrates success with a deep focus on teaching and learning
- providing clear and consistent communication
- set high expectations and demonstrate for all how to meet or exceed those expectations
- high academic performance

## Perceptions Strengths

After reviewing the Morgan Elementary 2022-2023 parent campus climate survey results the following strengths were observed:

- 91% of parents felt that their student's teachers were available when needed.
- 92% of parents felt their student is safe at school.
- 94% of parents felt the school was welcoming and friendly.
- 96% of parents felt the school was clean and well maintained.

After reviewing the Morgan Elementary 2022-2023 staff campus climate survey results the following strengths were observed:

- 94% of staff felt that teachers work together to ensure student success.
- 96% of the staff felt that all students have equitable access and opportunities to succeed.96% of staff feel safe at school.
- 96% of staff feel safe at school.
- 100% of the staff felt that students had a teacher, counselor, or staff member to whom a student could go for help with school problems.

After reviewing the Morgan Elementary 2022-2023 student campus climate survey results the following strengths were observed:

- 87% of students rated the quality of their school above average (A or B rating).
- 92% of students feel that teachers tell them what they need to know to do well and they get extra help when needed.
- 99% of students are aware of school safety procedures (evacuate, hold drill, shelter in place, lock out/down).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** With 870 students enrolled at Morgan Elementary during the 2022-2023 school year, only 125 parent responses were collected during families on the Campus Climate Survey. **Root Cause:** A low number of parents taking the survey.

# Priority Problem Statements

**Problem Statement 1:** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows.

**Root Cause 1:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.

**Root Cause 2:** Students are not as prepared for standardized tests and as familiar with test taking strategies.

**Problem Statement 2 Areas:** Student Learning

# 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)

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

## 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Student surveys and/or other feedback
- School safety data

## 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

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data







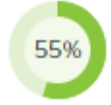
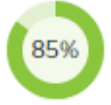

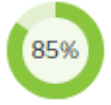

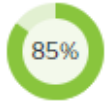

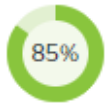
# Goals







Revised/Approved: October 30, 2023


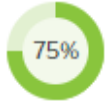




**Goal 1:** By June 2024, Masters level performance in 3rd - 5th grades will increase by 7% as measured by the Reading and Math STAAR Assessment.

**Performance Objective 1:** Ensure high-quality TIER I Instruction in Math by implementing Math Workshop and Guided Math in Kindergarten through Fifth Grade.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Development for staff Digging Deep into Instructional Components and Resources:</p> <ul style="list-style-type: none"> <li>- Effective and explicit small group instruction</li> <li>- Effective use of math manipulatives</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Strengthen guided math workshop implementation and increase student growth based on needs.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Stemscores Math as an instructional resource.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student math growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement sacred planning days to promote professional learning communities</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen math workshop to meet students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers EB Coach Instructional Coach Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who did not score Meets grade level or above on the Math STAAR will be placed in small group for intervention. (Target group: Economically Disadvantage, Hispanic, Non-Continuously Enrolled)</p> <p><b>Strategy's Expected Result/Impact:</b> Student's individual needs are met while experiencing growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Submit lesson plans and assessments for review and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of instructional practices in PK-5th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All K-5th teachers will be allotted 1 two hour period every nine weeks for long-range instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of Tier 1 instruction Targeted enrichment and intervention Increased GRA, Major/Minor assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach EB Specialist Reading Interventionist</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize Extended Learning Time for students to receive TIER II intervention and TIER III remediation. Students that are TIER I will be provided enrichment opportunities by classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Fill in instruction gaps and meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Regular review of data will be held in order to determine interventions including tutoring. The MTSS process will be utilized to document interventions and track progress of all students and student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coachers Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> The instructional coach and teachers participating in the district's Math Cadre Professional Development will implement and train other teachers on instructional strategies learned to facilitate improvement in Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in Math</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Coaches Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			







Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Principals and coaches will join the Teaching and Learning department on Learning Walks to learn skills and actions to improve Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity Increase in student achievement in Math</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Coaches Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<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>			









**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  <b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>

**Goal 1:** By June 2024, Masters level performance in 3rd - 5th grades will increase by 7% as measured by the Reading and Math STAAR Assessment.

**Performance Objective 2:** Ensure high-quality TIER I Instruction in Reading by implementing Reading Workshop in Kindergarten through Fifth Grade.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Extended Learning Time for students to receive TIER II intervention and TIER III remediation. Students that are TIER I will be provided enrichment opportunities by classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Fill in instruction gaps and meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student progress in intervention using Progress Measuring Assessments at the 3rd and 6th week of intervention and Panther Watch progress monitoring meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring all student needs are met.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development for staff Digging Deep into Instructional Components and Resources:</p> <ul style="list-style-type: none"> <li>- Effective and explicit small group instruction- guided reading, strategy groups, and book clubs.</li> <li>- Effective implementation of literacy instructional strategies.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Strengthen reading workshop implementation and increase student growth based on needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students who did not score Meets grade level or above on the Reading STAAR will be placed in small group for intervention. (Target group: Economically Disadvantage, Hispanic, Non-Continuously Enrolled)</p> <p><b>Strategy's Expected Result/Impact:</b> Student's individual needs are met while experiencing growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  <b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>

**Goal 1:** By June 2024, Masters level performance in 3rd - 5th grades will increase by 7% as measured by the Reading and Math STAAR Assessment.

**Performance Objective 3:** Facilitate opportunities to remediate, intervene, and enrich learning.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Extended Learning Time for students to receive TIER II intervention and TIER III remediation. Students that are TIER I will be provided enrichment opportunities by classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Fill in instruction gaps and ensure all students are growing academically.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Literacy Coach                      Math Coach                      Reading Interventionist                      EB Coach                      Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student progress in intervention using Progress Measuring Assessments at the 3rd and 6th week of intervention and Panther Watch progress monitoring meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Coach                      Reading Interventionist                      EB Coach                      Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen tier 1 instruction and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize part-time math and reading tutor to provide small group interventions for students in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's individual needs are met while experiencing growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Part Time Math Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,910.50</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A	N/A	
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize math and reading teachers to write small group intervention lesson plans for students in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's individual needs are met while experiencing growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Principal Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Tutors and extra duty pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,910.50</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.</p> <p><b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>













## School Processes & Programs

**Problem Statement 1:** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. **Root Cause:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

**Goal 2:** By June 2024, at least 30% of our 3rd - 5th grade special education students will score Meets Grade Level on the Reading, and 25% will score Meets Grade Level on the Mathematics STAAR test to increase preparedness for the next grade level and beyond.

**Performance Objective 1:** Ensure high-quality TIER I instruction in the inclusion and resource classroom.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure all teachers that provide support to special education students have appropriate materials/resources to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of materials/resources embedded in lesson plans and observed in classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach EB Coach Reading Interventionist Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide differentiated learning opportunities for special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Use data to support gaps are closing for special education students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach EB Coach Reading Interventionist</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education Inclusion- Resource teachers will attend to grade level weekly planning PLCs per month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity Increase in student achievement</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**Student Learning**







**Problem Statement 1:** On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  
**Root Cause:** Students are not as prepared for standardized tests and as familiar with test taking strategies.

**School Processes & Programs**

**Problem Statement 1:** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. **Root Cause:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

**Goal 2:** By June 2024, at least 30% of our 3rd - 5th grade special education students will score Meets Grade Level on the Reading, and 25% will score Meets Grade Level on the Mathematics STAAR test to increase preparedness for the next grade level and beyond.

**Performance Objective 2:** Facilitate opportunities to remediate, intervene, and enrich learning.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> On going - professional development for staff digging into accommodations and co-teach model.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of Individualized Educational Plans</p> <p><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers District Sped Support Staff Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop a master schedule that maximizes instructional time and supports the needs of students receiving special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Minimal interruptions/breaks during instructional blocks</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education student review meetings will be conducted with special and general education teachers and administrators after progress reports to review failures and consider adjustments to IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective progress on IEPS</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**




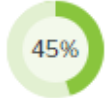




**Problem Statement 1:** On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  
**Root Cause:** Students are not as prepared for standardized tests and as familiar with test taking strategies.

**School Processes & Programs**

**Problem Statement 1:** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. **Root Cause:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

**Goal 2:** By June 2024, at least 30% of our 3rd - 5th grade special education students will score Meets Grade Level on the Reading, and 25% will score Meets Grade Level on the Mathematics STAAR test to increase preparedness for the next grade level and beyond.

**Performance Objective 3:** Establish professional learning communities to monitor the progress of each special education student.







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Special Education student progress review meetings will be conducted with special education teachers and administrators and administrators after progress reports to review failures and consider adjustments to IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> ARDS scheduled to adjust IEPs as needed, student progress from one grading period to the next.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education and General Education Teachers Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> On going - professional development for staff digging into accommodations and co-teach model.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of Individualized Educational Plans</p> <p><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers District Sped Support Staff Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>

**Goal 3:** By June 2024 50% of at-risk and economically disadvantaged 3rd - 5th grade students will score Meets Grade Level or above on the Reading and Mathematics STAAR test to close the achievement gap at Morgan.

**Performance Objective 1:** Implement direct instructional strategies to meet the needs of English Language Learners.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> EB Coach will work with teachers to register for the Supplemental Certification Exam Review and Certification test to achieve 100% ESL certification</p> <p><b>Strategy's Expected Result/Impact:</b> Non-certified teachers registered for courses</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide on-going Professional Development. Digging into increasing student discourse, linguistic accommodations, and new comer support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student discourse Increase in teacher proficiency in implementing shelter instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal EB Specialist District Coordinators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 199 PIC 25 State Bilingual/ESL - \$920</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The emergent bilingual specialist will provide on-going coaching and modeling of lessons and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant principals Instructional coaches Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Principals and the emergent bilingual specialist will join the Multi-Language department on Learning Walks to learn skills and actions to improve Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Emergent Bilingual Specialist Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:**







Student Learning
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year. <b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>



**Goal 3:** By June 2024 50% of at-risk and economically disadvantaged 3rd - 5th grade students will score Meets Grade Level or above on the Reading and Mathematics STAAR test to close the achievement gap at Morgan.

**Performance Objective 2:** Provide direct intervention to students that do not perform satisfactorily on the beginning of the year universal screener and facilitate on-going opportunities to remediate, intervene, and enrich learning.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish Extended Learning Time where students will receive TIER II intervention and TIER III remediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student progress in intervention using Success Ed, progress reports, and Panther Watch Meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student progress on learning objectives</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	June
			
<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>			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  <b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>

**Goal 4:** By June 2024, 90% of Kindergarten, 1st, Second Grade students will be reading at or above grade level as measured by end of year GRA assessments to ensure preparedness for the next grade level and beyond.

**Performance Objective 1:** Ensure high-quality TIER I instruction by implementing reading workshop in every Kindergarten, First and Second Grade classroom.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A dedicated Resource Library will be utilized to provide instructional and professional resources to support differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will routinely access the Resource Library for instructional materials that support</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Faculty meetings for targeted professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize professional development to guide instruction during Reading Workshop, Classroom Observations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach EB Coach Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize District Oral Reading Rubrics</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress will be assessed and learning goals will be developed using the oral reading rubrics</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**





**Problem Statement 1:** On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  
**Root Cause:** Students are not as prepared for standardized tests and as familiar with test taking strategies.







**School Processes & Programs**

**Problem Statement 1:** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. **Root Cause:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

**Goal 4:** By June 2024, 90% of Kindergarten, 1st, Second Grade students will be reading at or above grade level as measured by end of year GRA assessments to ensure preparedness for the next grade level and beyond.

**Performance Objective 2:** Facilitate opportunities to remediate, intervene, and enrich learning.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish Extended Learning Time where students will receive TIER II intervention and TIER III remediation. Students that are TIER I will be provided enrichment opportunities by classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student progress in intervention using Progress Measuring Assessments at the 3rd and 6th week of intervention and Panther Watch progress monitoring meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of students needing TIER II and TIER III intervention, Students receiving TIER I will show academic growth on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize team planning to design individualized targeted small group instruction for classroom and extended learning time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student progress on learning objectives</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Literacy Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	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:**







Student Learning
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year. <b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>

**Goal 4:** By June 2024, 90% of Kindergarten, 1st, Second Grade students will be reading at or above grade level as measured by end of year GRA assessments to ensure preparedness for the next grade level and beyond.

**Performance Objective 3: Early Literacy:** To introduce and increase the verbal and cognitive skills of all Pre-K students using a variety of pre-reading and pre-writing activities, materials, and media will be utilized.

**Evaluation Data Sources:** Report card, Pre-K checklist, CLI Assessment, Lesson Plans, walk-through data, Smart Start Reports, writing conference portfolios and student writing samples.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implementing and providing appropriate literacy materials and refining balanced literacy expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Pre-K students will make satisfactory progress in the academic development of ELA</p> <p><b>Staff Responsible for Monitoring:</b> Administrators EB Coach Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$188,092.80</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> On-going literacy instruction support from Pre-K and Family Engagement Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth on CLI assessment and Pre-K 9 weeks checklist Increased teacher proficiency in the implementation of the Pre-K curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Pre-K and Family Engagement Specialist Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Track student progress in Panther Watch progress monitoring meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring that all students needs are met.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**







Student Learning
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.</p> <p><b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>









**Goal 5:** By May 2024, fifth-grade students will score 90% approaches, 56% meets, and 35% masters as measured by the 2024 Science STAAR assessment.

**Performance Objective 1:** Provide professional development in science to improve Tier 1 instruction.

**Evaluation Data Sources:** Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a Science vertical team to align instructional strategies across grade levels for highly tested TEKS that will meet once a semester</p> <p><b>Strategy's Expected Result/Impact:</b> 90% approaches, 56% meets, and 35% masters as measured by the 2024 Science STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade Level Teams will meet with campus and district coaches to collaborate and plan quality Tier 1 instruction using LCISD best practices for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect strategies implemented and be reflected in walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Once every nine weeks, K-5th grade teachers will participate in extended planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Long range planning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will observe colleagues and coaches during instruction to increase teacher capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. <b>Root Cause:</b> The natural effects of change in staff &amp; students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.</p>

**Goal 5:** By May 2024, fifth-grade students will score 90% approaches, 56% meets, and 35% masters as measured by the 2024 Science STAAR assessment.

**Performance Objective 2:** Establish a shared vision for collaboration, high expectations, and commitment to improve science academic performance.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will design lessons to incorporate daily hands-on experiences for all students. K-1: 80%, 2nd-3rd: 60%, 4th-5th: 50%</p> <p><b>Strategy's Expected Result/Impact:</b> Improved experiences for students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will conduct investigations in the Science lab on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved experiences for students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All Science assessments grades 2-5, will have multiple stimuli focusing on students' interpretation of charts, tables, graphs, and diagrams.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with multiple stimuli.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Regular review of 5th grade science assessment data to guide 5th grade science tutorial groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student science academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.</p> <p><b>Root Cause:</b> Students are not as prepared for standardized tests and as familiar with test taking strategies.</p>








**Goal 5:** By May 2024, fifth-grade students will score 90% approaches, 56% meets, and 35% masters as measured by the 2024 Science STAAR assessment.

**Performance Objective 3:** Facilitate opportunities to enrich learning.

**Evaluation Data Sources:** -Major Assessments

- Science MAP Scores

- STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Host a family STEAM night.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on major assessments Increased performance on benchmarks Increased performance on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize Stemscoopes, Inquiry Illuminated, and non-fiction texts that align with grade-level science TEKS to integrate science through the curriculum, emphasizing student talk and hands-on learning to support all student groups for a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote cross-curricular learning and inquiry-based activities that promote writing and real-life application</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will observe colleagues and coaches during instruction to increase teacher capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 1:** On the 2022- 2023 3rd grade Reading and Math STAAR students scored lower in Approaches, Meets, and Masters compared to the 2021-2022 school year.  
**Root Cause:** Students are not as prepared for standardized tests and as familiar with test taking strategies.

**School Processes & Programs**

**Problem Statement 1:** Morgan Elementary is a growing campus, and currently serves as overflow for Lindsey and Huggins Elementary. Campuses processes and programs are being refined as the staff and student population grows. **Root Cause:** The natural effects of change in staff & students and continuing to refine training on programs and processes with existing staff at Morgan Elementary.

# State Compensatory

## Budget for Morgan Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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## Personnel for Morgan Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Eden McCool	Pre-K Teacher	1
Evelyn Duarte	PreK Aide	1
Lucie Villagomez	PreK Aide	1
Rochelle McKenney	PreK Aide	1

# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Brian Gibson	Principal
Administrator	Jana Simoneaux	Assistant Principal
Non-classroom Professional	Elizabeth Pena	Counselor
Non-classroom Professional	Carly Van Praag	Instructional Coach
Non-classroom Professional	Melissa Brannen	Instructional Coach
Classroom Teacher	Lisa Andres	1st grade teacher
Classroom Teacher	Leslie Hunt	2nd Grade Teacher
Classroom Teacher	Jena Hooper	3rd Grade Teacher
Classroom Teacher	Meredith Struble	5th Grade Teacher
Administrator	Flo Romero	Assistant Principal
Classroom Teacher	Lisa Al-Saedi	Special Education Teacher
Business Representative	Matt Schomburg	Business Representative
Parent	Erica Fierro	Parent
Parent	Robert Reed	Parent
Community Representative	Susan Hall	Community Representative
District-level Professional	Dr. Jonathan Maxwell	Executive Director of Student Programs



# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Part Time Math Tutor		\$3,910.50
1	3	5	Tutors and extra duty pay		\$3,910.50
4	3	1	Pre-K Personnel		\$188,092.80
<b>Sub-Total</b>					\$195,913.80
<b>Budgeted Fund Source Amount</b>					\$195,913.80
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Professional Development		\$920.00
<b>Sub-Total</b>					\$920.00
<b>Budgeted Fund Source Amount</b>					\$920.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$196,833.80
<b>Grand Total Spent</b>					\$196,833.80
<b>+/- Difference</b>					\$0.00