

# Lamar Consolidated Independent School District

## Morgan Elementary

### 2024-2025 Campus Improvement Plan



# Mission Statement

Mission: Everyone. Everyday.

# Vision

We aim to INSPIRE, EDUCATE, and CELEBRATE.

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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. Morgan Elementary serves students in Pre-Kindergarten through 5th grade. The student demographics are as follows:

Morgan Elem Demographics	
Total Students	1,195
Hispanic	25.86%
American Indian/Alaskan Native	0.67%
Asian	9.12%
African American	20.50%
White	39.58%
Two Or More	4.1%
Eco Dis	34.23%
EB	14.98%
SPED	16.32%
GT	8.12%
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 2023-2024

#### STAAR

#### 3rd Grade

	Mathematics				Reading			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Morgan Elementary	184	83%	51%	17%	185	90%	59%	31%
Economic Disadvantage	50	76%	40%	8%	51	90%	51%	25%
Asian	19	89%	79%	32%	19	89%	74%	58%
Black/African American	39	85%	54%	10%	39	87%	59%	36%
Hispanic	47	70%	34%	11%	48	83%	44%	8%
Two or More Races	11	100%	64%	9%	11	91%	82%	45%
White	67	87%	49%	22%	67	97%	61%	36%
Currently Emergent Bilingual	29	86%	59%	17%	29	86%	59%	24%
Special Ed Indicator	41	54%	12%	0%	41	73%	15%	5%

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

	Mathematics				Reading			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Morgan Elementary	175	75%	48%	21%	176	90%	63%	30%
Economic Disadvantage	33	67%	45%	12%	50	78%	42%	12%
Asian	11	91%	73%	27%	11	82%	83%	27%

	Mathematics				Reading			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Black/African American	40	75%	53%	30%	40	93%	60%	30%
Hispanic	48	71%	35%	15%	49	84%	59%	27%
Two or More Races	--	--	--	--	--	--	--	--
White	67	81%	54%	22%	67	97%	67%	37%
Currently Emergent Bilingual	23	70%	35%	4%	24	71%	54%	13%
Special Ed Indicator	31	32%	10%	3%	31	65%	19%	6%

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

	Mathematics				Reading				Science	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches
Morgan Elementary	181	90%	66%	29%	180	92%	76%	45%	181	74%
Economic Disadvantage	51	80%	43%	12%	50	82%	56%	34%	51	53%
Asian	11	100%	100%	64%	11	91%	82%	64%	11	83%
Black/African American	22	73%	55%	18%	21	71%	67%	48%	22	50%
Hispanic	42	88%	55%	12%	42	86%	62%	29%	42	69%
Two or More Races	11	100%	82%	36%	11	100%	91%	64%	11	82%
White	94	93%	67%	34%	94	99%	82%	48%	66	92%
Currently Emergent Bilingual										
Special Ed Indicator	27	70%	33%	15%	26	73%	46%	19%	27	44%

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

Grade Level	Below	On Grade Level	Above Grade Level
Kinder	20%	36%	44%
Economic Disadvantage	33%	33%	33%

<b>Grade Level</b>	<b>Below</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>
American Indian	100%	0%	0%
Asian	7%	14%	79%
Black/African American	23%	30%	47%
Hispanic	35%	45%	20%
Native Hawaiian	--	--	--
Two or More Races	0%	100%	0%
White	16%	41%	43%
Emergent Bilingual	31%	23%	46%
SPED	38%	38%	23%
First	18%	10%	72%
Economic Disadvantage	33%	12%	56%
American Indian	--	--	--
Asian	10%	10%	80%
Black/African American	5%	26%	68%
Hispanic	34%	2%	64%
Native Hawaiian	0%	0%	100%
Two or More Races	25%	0%	75%
White	14%	11%	75%
Emergent Bilingual	39%	9%	52%
SPED	47%	11%	42%
Second	10%	3%	87%
Economic Disadvantage	15%	7%	78%
American Indian	0%	0%	100%
Asian	7%	0%	93%
Black/African American	26%	7%	67%
Hispanic	9%	3%	88%
Native Hawaiian	--	--	--
Two or More Races	0%	0%	100%
White	6%	3%	90%
Emergent Bilingual	13%	6%	81%

Grade Level	Below	On Grade Level	Above Grade Level
SPED	56%	6%	39%

## Student Learning Strengths

### 2023-2024

#### Guided Reading Assessment (GRA) Strengths:

##### K

- 78% of Kindergarten students are reading on or above grade level

##### 1st Grade

- 82 % of 1st-grade students are reading on or above grade level

##### 2nd Grade

- 90% of 2nd grade students are reading on or above grade level
- 

#### MAP Strengths:

- 1st, 2nd, 3rd, and 5th grades exceeded the projected growth in Reading from Winter 2024 to Spring 2024.
- 1st, 2nd, and 3rd grades exceeded the projected growth in Math from Winter 2024 to Spring 2024.

#### STAAR Strengths:

### 3rd Grade Reading/Math

- Economically Disadvantaged students grew in Reading in all categories.
- Economically Disadvantaged students grew in Math in Approaches and Meets.
- African American students grew in Reading and Math in all categories.
- Emergent Bilingual students grew in Reading and Math in all categories.

### 4th Grade Reading/Math

- Economically Disadvantaged students grew in Reading in Approaches and Meets.
- African American students grew in Reading and Math in all categories.
- SPED students grew in Reading in the Approaches category.



- Emergent Bilingual students grew in the Meets category of Reading and the Approaches category of Math.

## 5th Grade Reading/Math/Science

- Economically Disadvantaged students grew in Reading and Math in Meets and Masters.
- African American students grew in the Meets category of Reading and the Meets and Masters categories of Math and Science.
- SPED students grew in Reading in all categories and the Meets and Masters categories of Math.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 2 (Prioritized):** On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 3 (Prioritized):** On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

# School Processes & Programs

## School Processes & Programs Summary

As we continue to grow as a campus, Morgan Elementary 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
- Learning Walks
- Innovative School Day

## School Processes & Programs Strengths

As we continue to grow at Morgan Elementary 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
- Learning Walks- opportunities for teachers to observe their peers
- Innovative School Day- 1/2 day every other week for additional planning for teachers

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

**Problem Statement 1:** Campus processes and programs are being refined as the staff and student population grows and changes. **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 2023-2024 school year.

As we continue to grow as a campus, Morgan Elementary 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
- ensure teachers feel supported in matters regarding student discipline and safety

## Perceptions Strengths

After reviewing the Morgan Elementary 2023-2024 parent campus climate survey results the following strengths were observed:

- 90% of parents felt that the school promotes opportunities for families to volunteer.
- 91% of parents felt their student is safe at school.
- 96% of parents felt the school was clean and well maintained.

After reviewing the Morgan Elementary 2023-2024 staff campus climate survey results the following strengths were observed:

- 98% of the staff felt teachers in this school genuinely care about their students.
- 98% of the staff felt that alcohol, drugs, and vaping was not a problem.
- 100% of staff feel safe at school.

After reviewing the Morgan Elementary 2023-2024 student campus climate survey results the following strengths were observed:

- 95% of students state that teachers let them know what they need to do to do well in school.
- 96% of students state they respect the teachers at the school.
- 97% of students state that their parents/guardians ask about their day at school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** With 1,120 students enrolled at Morgan Elementary during the 2023-2024 school year, only 218 parent responses were collected from families on the Campus Climate Survey. **Root Cause:** A low number of parents taking the survey.

# Priority Problem Statements

**Problem Statement 1:** On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year.

**Root Cause 1:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year.

**Root Cause 2:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year.

**Root Cause 3:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 3 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Other 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
- 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

### **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




**Goal 1:** By June 2025, Masters level performance in 3rd - 5th grades will increase by 10% 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Innovative School Day planning 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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. (Targeted sub pops)</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All K-5th teachers will be allotted (1) 1/2 day each month for planning and data analysis.</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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 Coaches 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Utilize Innovative School Day Paraprofessionals to provide targeted instruction based off student data. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators  <b>Problem Statements:</b> Student Learning 1, 2, 3	Formative		
	Feb	Apr	June
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Utilize part time math tutor to provide small group intervention for students in need. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. Individual student's needs met while achieving growth.  <b>Problem Statements:</b> Student Learning 1, 2, 3 <b>Funding Sources:</b> Part Time Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$13,530	Formative		
	Feb	Apr	June
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Implement daily spiral review in 3rd-5th grade Math and Reading, and 5th grade Science <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. Individual student's needs met while achieving growth. <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators  <b>Problem Statements:</b> Student Learning 1, 2, 3	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**




Student Learning
<b>Problem Statement 1:</b> On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.
<b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.





## Student Learning




**Problem Statement 3:** On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.






**Goal 1:** By June 2025, Masters level performance in 3rd - 5th grades will increase by 10% 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize unit 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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:            - Effective and explicit small group instruction- guided reading, strategy groups, and book clubs.            - Effective implementation of literacy instructional strategies.</p> <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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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 sub pops)</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement Innovative School Day planning to promote professional learning communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen reading 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> All K-5th teachers will be allotted (1) 1/2 day each month for planning and data analysis.</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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 Reading</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Coaches Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Implement daily spiral review in 3rd-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement. Individual student's needs met while achieving growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p> <p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p> <p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>



**Goal 2:** By June 2025, 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			




Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education Inclusion- Resource teachers will attend two Innovative School Day unit planning meetings per month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers SPED Teacher Instructional Coach EB Coach Reading Interventionist</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>

**Goal 2:** By June 2025, 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 2 Problem Statements:

#### Student Learning







**Problem Statement 1:** On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 2:** On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 3:** On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Goal 2:** By June 2025, 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 and general education teachers once monthly during Innovative School Day planning.</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>

**Goal 3:** By June 2025 Emergent 60% of Emergent Bilingual students will perform at or above grade level 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Professional Development - 199 PIC 25 State Bilingual/ESL - \$4,570</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			




Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</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, 2, 3</p>	Formative		
	Feb	Apr	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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>






**Goal 4:** By June 2025, 90% of Kindergarten, 1st, Second Grade students will be reading at or above grade level as measured by end of year MAP fluency 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide daily phonics instruction utilizing the UFLI program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase encoding and decoding skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement Innovative School Day planning 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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All K-5th teachers will be allotted (1) 1/2 day each month for planning and data analysis.</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			



Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</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</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Coaches Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>

**Goal 4:** By June 2025, 90% of Kindergarten, 1st, Second Grade students will be reading at or above grade level as measured by end of year MAP fluency 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize unit 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> Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>

**Goal 4:** By June 2025, 90% of Kindergarten, 1st, Second Grade students will be reading at or above grade level as measured by end of year MAP fluency 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, 2, 3</p> <p><b>Funding Sources:</b> Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$74,906</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.




**Problem Statement 2:** On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.




**Problem Statement 3:** On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Goal 5:** By May 2025, fifth-grade students will score 90% approaches, 60% meets, and 30% masters as measured by the 2025 Science STAAR assessment.






**Performance Objective 1:** Ensure high-quality TIER I Instruction in Science in Kindergarten through Fifth Grade.

**Evaluation Data Sources:** Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Innovative School Day planning to promote professional learning communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EB Coach, Instructional Coach, Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All PK-5th teachers will be allotted (1) 1/2 day each month for planning and data analysis.</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> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</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 Science</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Coaches Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize Innovative School Day Paraprofessionals to provide targeted instruction based off student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			






Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement daily spiral review in 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement. Individual student's needs met while achieving growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Feb	Apr	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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 2:</b> On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>
<p><b>Problem Statement 3:</b> On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>

**Goal 5:** By May 2025, fifth-grade students will score 90% approaches, 60% meets, and 30% masters as measured by the 2025 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</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, 60% meets, and 30% masters as measured by the 2025 Science STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Designate a teacher representative to serve on the Purple Track Science Task Force to address teaching new Science TEKS, Staff Development opportunities, Science Labs, and student progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement Increase in teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Teacher representative Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</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 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. <b>Root Cause:</b> High quality Tier 1 and small group instruction, including differentiation and accountability for all students.</p>

## Student Learning

**Problem Statement 2:** On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.







**Problem Statement 3:** On the 2023-2024 STAAR, 5th grade students scored lower in Meets and Masters in Reading, lower in Approaches and Masters in Math, and lower in Approaches, Meets, and Masters in Science, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Goal 5:** By May 2025, fifth-grade students will score 90% approaches, 60% meets, and 30% masters as measured by the 2025 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize HMH 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, 2, 3</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** On the 2023-2024 3rd grade Math STAAR, students scored lower in the Approaches, Meets, and Masters, as compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

**Problem Statement 2:** On the 2023-2024 4th grade Math STAAR students scored lower in Approaches, Meets and Masters compared to the 2022-2023 school year. **Root Cause:** High quality Tier 1 and small group instruction, including differentiation and accountability for all students.

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# State Compensatory

## Budget for Morgan Elementary

Total SCE Funds: \$88,436.57

Total FTEs Funded by SCE: 2

### 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>
Rochelle McKenney	PreK Aide	1
Vacancy	PreK Aide	1

# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-Classroom Professional	Kelsey Marks	Counselor
Administrator	Sara Ballard	Assistant Principal
Community Representative	Susan Hall	Community Representative
Parent	Ashley Thayer	Parent
Parent	Sally Ducran	Parent
Business Representative	Matt Schomburg	Business Representative
Classroom Teacher	Meredith Struble	5th Grade Teacher
Classroom Teacher	Leslie Hunt	2nd Grade Teacher
Classroom Teacher	Lisa Andres	1st grade teacher
Non-classroom Professional	Carly Van Praag	Instructional Coach
Non-classroom Professional	Elizabeth Pena	Counselor
Administrator	Jana Simoneaux	Principal



# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Part Time Tutor		\$13,530.00
4	3	1	Pre-K Personnel		\$74,906.00
<b>Sub-Total</b>					\$88,436.00
<b>Budgeted Fund Source Amount</b>					\$88,436.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Professional Development		\$4,570.00
<b>Sub-Total</b>					\$4,570.00
<b>Budgeted Fund Source Amount</b>					\$4,570.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$93,006.00
<b>Grand Total Spent</b>					\$93,006.00
<b>+/- Difference</b>					\$0.00