

# Lamar Consolidated Independent School District

## Morgan Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

"Panthers Always Pursue Excellence"

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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	705
Hispanic	185 26.28%
American Indian/Alaskan Native	2 0.28%
Asian	17 2.41%
African American	82 11.65%
Pacific -Is	1 0.14%
White	379 53.84%
Two Or More	38 5.40%
Eco Dis	215 30.54%
EB	46 6.53%
SPED	74 10.51%
GT	78 11.08%
At Risk	82 11.65%

### 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 greater Fulshear area is growing rapidly. Growth and student enrollment is expected to double in the next five years. **Root Cause:** 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 STAAR Overview 2021 - 2022

#### All Grade Levels

	Current Campus	Mathematics				Reading/ELA				
		Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students
Morgan Elementary	Morgan Elementary									
Economic Disadvantage	Morgan Elementary									
Asian	Morgan Elementary									
Black/African American	Morgan Elementary									
Hispanic	Morgan Elementary									
Two or More Races	Morgan Elementary									
White	Morgan Elementary									
First Year of Monitoring	Morgan Elementary									
LEP	Morgan Elementary									
Special Ed Indicator	Morgan Elementary									

### 3rd Grade

	Mathematics				Total Students	Reading		
	Total Students	Approaches	Meets	Masters		Approaches	Meets	Masters
Morgan Elementary	120	92%	64%	32%	120	90%	68%	40%
Economic Disadvantage	27	74%	41%	15%	27	74%	59%	30%
American Indian/Alaskan Native	1	100%	100%	0%	1	100%	100%	100%
Asian	2	100%	100%	50%	2	100%	100%	50%
Black/African American	8	38%	13%	13%	8	50%	25%	25%
Hispanic	23	91%	57%	22%	23	87%	52%	22%
Two or More Races	8	100%	100%	38%	8	100%	88%	63%
White	78	96%	67%	36%	78	94%	73%	44%
Currently Emergent Bilingual	4	100%	75%	0%	4	75%	25%	0%
Special Ed Indicator	17	59%	29%	18%	17	65%	47%	12%

**4<sup>th</sup>**

	<b>Mathematics</b>				<b>Reading</b>			
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Morgan Elementary	99	78%	54%	36%	99	83%	65%	37%
Economic Disadvantage	23	43%	13%	0%	23	61%	30%	4%
Asian	1	100%	100%	100%	1	100%	0%	0%
Black/African American	12	50%	8%	8%	12	67%	42%	25%
Hispanic	21	52%	29%	14%	21	71%	57%	24%
Two or More Races	5	80%	60%	60%	5	100%	100%	60%
White	60	92%	70%	47%	60	88%	70%	43%
Currently Emergent Bilingual	6	50%	33%	33%	6	67%	33%	17%
Second Year of Monitoring	2	100%	100%	0%	2	100%	100%	0%
Special Ed Indicator	12	50%	8%	8%	12	50%	17%	0%

**5<sup>th</sup> Grade**

	<b>Mathematics</b>				<b>Reading</b>				<b>Science</b>	
	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Total Students</b>	<b>Approaches</b>
Morgan Elementary	94	93%	61%	34%	94	96%	79%	54%	94	86%
Economic Disadvantage	22	77%	32%	9%	22	86%	59%	45%	22	77%
Asian	4	100%	75%	0%	4	100%	100%	50%	4	75%
Black/African American	11	82%	55%	9%	11	82%	64%	18%	11	82%
Hispanic	19	84%	32%	16%	19	95%	68%	58%	19	68%
Two or More Races	1	100%	100%	100%	1	100%	100%	0%	1	100%
White	59	97%	69%	46%	59	98%	83%	61%	59	93%
Currently Emergent Bilingual	6	67%	33%	17%	6	100%	67%	67%	6	50%
Special Ed Indicator	15	73%	27%	0%	15	80%	40%	20%	15	73%

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

<b>Grade Level</b>	<b>Below</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>
Kinder	25%	45%	30%
First	22%	26%	52%
Second	18%	21%	61%

## Student Learning Strengths

2021 - 2022

### Guided Reading Assessment (GRA)

- 83% of 2nd grade students are reading on or above grade level.

### MAP

- 2nd grade met expected growth in Reading and Math.
- 2nd - 5th grade exceeded the expected growth in Science.
- 3rd grade exceeded the expected growth in Math.
- 5th grade exceeded the expected growth in Reading.

### STAAR

- 5th grade students
  - Reading - overall scored 55% in the masters category.
- 4th grade students
  - Math - overall scored 36% in the masters category.
  - Reading - overall scored 37% in the masters category.
- 3rd grade students
  - Math - overall scored 32% in the masters category.
  - Reading - overall scored 40% in the masters category.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student growth continues to be a challenge. **Root Cause:** The effects of the COVID-19 pandemic continued to impact student learning with challenges such as students being homeschooled in previous years, remote conferencing, and virtual learning contributing to inconsistencies.



# 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:** It will be a challenge to implement all processes and programs with Morgan Elementary faculty and staff as the campus continues to grow and new staff members are added. **Root Cause:** The natural effects of change in staff 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 2021-2022 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 2021-2022 parent campus climate survey results the following strengths were observed:

- 90% of parents felt that their student's teachers were available to discuss their student's learning needs.
- 88% of parents felt that teachers set high learning standards for their student.
- 88% of parents felt their student is safe at school.
- 88% of parents felt they were kept informed of their student's grades.

After reviewing the Morgan Elementary 2021-2022 staff campus climate survey results the following strengths were observed:

- 96% of the staff felt that they give timely and helpful feedback on student work.
- 96% of the staff felt that students had a teacher, counselor, or staff member to whom a student could go for help with school problems.
- 96% of staff feel safe at school.

After reviewing the Morgan Elementary 2021-2022 student campus climate survey results the following strengths were observed:

- 88% of students rated the quality of their school above average (A or B rating).
- 95% 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:** Not enough stakeholders are taking the survey despite providing opportunities for them to take them to provide their feedback. Which would allow the campus to have a more representative picture of how culture, climate and values are perceived by all stakeholders. **Root Cause:** A low number of parent and staff stakeholders are

taking the survey.





# Priority Problem Statements

# Goals

**Goal 1:** Per HB 3, by June 2023, 70% of students will score Meets Grade Level or above on the third grade Math STAAR and 75% on the third grade Reading STAAR with the goal of 90% in Math and 85% in Reading by 2024.

**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:                      - Effective and explicit small group instruction                      - Effective use of math manipulatives  <b>Strategy's Expected Result/Impact:</b> Strengthen guided math workshop implementation and increase student growth based on needs.  <b>Staff Responsible for Monitoring:</b> Instructional Coach</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.  <b>Strategy's Expected Result/Impact:</b> Increase student math growth.  <b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Coach                      Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Resource Library will be utilized to provide instructional materials and professional resources for differentiated instruction.  <b>Strategy's Expected Result/Impact:</b> Student's individual needs are met while experiencing growth.  <b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Coach                      EB Coach                      Administrators    <b>Funding Sources:</b> Supplemental Resources for EL students - 199 PIC 25 State Bilingual/ESL - \$920</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement sacred planning days to promote professional learning communities <b>Strategy's Expected Result/Impact:</b> Strengthen math workshop to meet students' needs. <b>Staff Responsible for Monitoring:</b> Teachers EB Coach Instructional Coach Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</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) <b>Strategy's Expected Result/Impact:</b> Student's individual needs are met while experiencing growth. <b>Staff Responsible for Monitoring:</b> Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Submit lesson plans and assessments for review. <b>Strategy's Expected Result/Impact:</b> Improvement of instructional practices in PK-5th grade. <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Per HB 3, by June 2023, 70% of students will score Meets Grade Level or above on the third grade Math STAAR and 75% on the third grade Reading STAAR with the goal of 90% in Math and 85% in Reading by 2024.

**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>	<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>	<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>	<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>	<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 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Per HB 3, by June 2023, 70% of students will score Meets Grade Level or above on the third grade Math STAAR and 75% on the third grade Reading STAAR with the goal of 90% in Math and 85% in Reading by 2024.

**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>	<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>	<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>	<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 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>Funding Sources:</b> Part Time Math Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$10,758</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** By June 2023, special education student failures will have been reduced by at least 50% compared to the 2021-2022 percentages.





**Performance Objective 1:** 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 Teachers will participate in grade level student progress review to analyze progress and collaborate on supports for special education students that are struggling.</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> Special Education Teachers General Education Teachers Instructional Coach EB Coach Reading Interventionist Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Special Education student progress review meetings will be conducted with special education teachers 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 Individualized Education Plans as needed, student progress from one grading period to the next.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education teachers Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Working with the Special Education Department and Department of Teaching and Learning, revise the Oral Reading and Comprehension Rubrics for students with identified reading disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with reading learning disabilities will increase scores on Oral Reading and Comprehension Rubrics.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education teachers General Education Teachers Administrators Special Education Department Teaching and Learning Department</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Education Teachers will attend grade level planning meetings in one subject in one grade level weekly to collaborate with general ed teachers on supports for special education students that are struggling.</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> Special Education Teachers, General Education Teachers Instructional Coach Administrators</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>			





**Goal 2:** By June 2023, special education student failures will have been reduced by at least 50% compared to the 2021-2022 percentages.

**Performance Objective 2:** Provide opportunities to remediate and intervene.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Schedule review ARDs to edit Individualized Educational Plans as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Adjustments made to schedule of service times and accommodations.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers General Education Teachers Administrators Diagnostician</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize district resources to remediate or provide intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of LLI and Moving with Math observed in classroom walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education teachers General Education Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** By June 2023, at least 48 % of special education students will score Meets Grade Level on the Reading, and 31% 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> A dedicated Resource Library will be utilized to provide instructional materials and professional resources for differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will routinely access the Resource Library for instructional materials that support differentiated instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Reading Interventionist EB Coach Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By June 2023, at least 48 % of special education students will score Meets Grade Level on the Reading, and 31% 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> Special education teachers will participate in student review to analyze progress and collaborate on supports for special education students that are struggling.</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 Administrators</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>	<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 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 4:** By June 2023, 45% of at-risk and economically disadvantaged 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		
<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 <b>Strategy's Expected Result/Impact:</b> Non-certified teachers registered for courses <b>Staff Responsible for Monitoring:</b> EB Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a minimum of 2 Coaches Corners throughout the year to teach/reinforce instructional strategies that can be utilized in classroom <b>Strategy's Expected Result/Impact:</b> Classroom observations will provide evidence of strategy implementation. <b>Staff Responsible for Monitoring:</b> EB Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** By June 2023, 45% of at-risk and economically disadvantaged 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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish Extended Learning Time and before school tutorials 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>	<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>	<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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 5:** By June 2023, 90% of First and 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 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>	<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>	<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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By June 2023, 90% of First and 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. Implement before school tutorials for intervention. 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>	<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>	<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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By June 2023, 90% of First and 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>Funding Sources:</b> Pre-K Aide - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$31,761.12</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>			

**Goal 6:** By May 2023, fifth grade students will score 90% approaches, 60% meets, and 30% masters as measured by the 2023 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> Students will score at least 90% approaches, 60% meets, and at least 30% masters as measured by the 2022 STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</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>	<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>	<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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** By May 2023, fifth grade students will score 90% approaches, 60% meets, and 30% masters as measured by the 2023 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>	<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>	<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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# State Compensatory

## Budget for Morgan Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

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>
Lucie Villagomez	PreK Aide	1



# 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		\$10,758.00
5	3	1	Pre-K Aide		\$31,761.12
<b>Sub-Total</b>					\$42,519.12
<b>Budgeted Fund Source Amount</b>					\$42,519.12
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental Resources for EL students		\$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>					\$43,439.12
<b>Grand Total Spent</b>					\$43,439.12
<b>+/- Difference</b>					\$0.00