

**Lewisville Independent School District**  
**Morningside Elementary School**  
**Campus Improvement Plan**  
**2020-2021**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Morningside Elementary is one of 41 elementary campuses in the Lewisville Independent School District. Morningside Elementary serves approximately 343 students in grades K-5. Kindergarten through 3rd grade students are served in self-contained classrooms while 4th and 5th grade students rotate to three teachers for instruction in the core content areas (1 - ELAR; 2 - Math; and 3 - Science/Social Studies). Morningside Elementary also has four self-contained special education life skills classrooms, which serve students with cognitive challenges.

The student population of Morningside Elementary includes: 16.4% - Hispanic/Latino; 0.5% - American Indian or Alaska Native; 21.2% - Asian; 9.1% - Black or African American; 46.4% - White; 5.9% - Two or More Races; 0.5% - Pacific Islander; 22.3% - Economically Disadvantaged; 11.3% - English Language Learners; 36.2% - At-Risk; 16.9% - Special Education; and 5.1% - Gifted/Talented.

The staff population of Morningside Elementary (based on the 18-19 TAPR) includes: 0% - Black or African American; 99.6% - White; 0.4% Hispanic, and 0% - Two or More Races. The staff has an average of 15.0 years of experience. Morningside employs 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

Based on the 17-18 school year, Morningside Elementary has a Mobility Rate of 4.0%. The Average Daily Attendance rate (17-18) for students is 96.2%

Morningside's community is a combination of single family homes, apartments and leased homes. Our community members have very diverse backgrounds, speak several different languages and are employed in a variety of professions. Our community is "aging out" of elementary school as many of our families have had students go through Morningside and they are now in middle and high school. Our overall enrollment has dropped over the past several years from about 500 students down to the current 343.

### Demographics Strengths

\*Relatively stable demographics for students over the past 4-5 years.

\*We effectively serve over 60+ students with special needs in 504, SDI and Life Skills classes.

\*Stable staff, very little if any staff turn over.

\*Campus works to maintain high academic and customer service standards and as a result we get many requests for student transfers to our campus each year.

# Student Learning

## Student Learning Summary

The data below represents information from the 18-19 school year. Due to Covid 19, STAAR tests were not administered in the 19-20 school year.

Morningside Elementary students showed a score of Met Standard on Overall (90); Student Achievement (90); STAAR Performance (90); School Progress (90); Academic Growth (90); Relative Performance (72); Closing the Gaps (90). Our campus earned a Distinction in the area of Comparative Academic Growth.

When disaggregating STAAR scores from the 17-18 school year, it is noted on our Closing the Gaps Status Table that our ELL population did not meet Academic Achievement Status in the areas of ELA/Reading and Math. Our ELL population also did not meet Student Success Status in the STAAR Component Target area. Based on our 17-18 Closing the Gaps Status Table, all other target areas were met.

Overall STAAR passing percentages for 3rd grade were: Reading: 84%; Math: 86%

Overall STAAR passing percentages for 4th grade were: Reading: 95%; Math: 95%, Writing: 89%

Overall STAAR passing percentages for 5th grade were: Reading: 92%; Math: 95%, Science: 86%

## Student Learning Strengths

TEA Accountability Ratings Overall Summary indicates our campus Met Standard in the following areas: Overall; Student Achievement; School Progress; Academic Growth; and Closing the Gaps.

All 5th grade students had E-Portfolios which included artifacts and reflections on their work. 3rd and 4th grade students also created their E-Portfolios and added artifacts throughout the year, so they could be ready to independently produce reflections on their artifacts when they reach 5th grade.

# School Processes & Programs

## School Processes & Programs Summary

LISD has a systematic process for recruiting, interviewing and hiring qualified candidates to teach in our district as professional teachers and instructional support personnel. Our campus has processes in place to hire and induct new staff to campus and district procedures, and acclimate them to their new professional environment. The teachers have the opportunity to meet regularly through team meetings, and PLC meetings.

The staff has had cultural proficiency training and is developing a deeper understanding of the importance of building relationships with all whom they encounter and work beside daily, including students, parents and community members. We have started a Kindness Initiative and have included our students in promoting Kindness on our campus.

The administrators review various campus data and collaborate with each other, our staff, instructional facilitators and community members to work together and determine areas of need that need should be addressed. We plan professional development based on campus needs as well as district initiatives. Our BLT works together to be the decision making team that represents our campus, while grade level and support teams may also make decisions effecting their areas. We meet with PLC groups once a month and discuss student achievement, data, RtI, resources needed, progress, etc. We meet with teams as necessary throughout the year and hold staff meetings for the entire campus once a month.

Our population of students with special education and dyslexia needs has increased over the past 3-4 years

The staff of Morningside Elementary is a group of seasoned professional educators with an average service of 15 years. The average number of years teaching in LISD is 11.7 years.

## School Processes & Programs Strengths

There is rarely any staff turn over on our campus.

Our teams work collaboratively to help each student grow and learn.

Students have access to a variety of technological devices to enhance their learning experience both on campus and at home.

We have a campus mentor who assists new teachers to acclimate to their new campus and surroundings.

PLC groups meet approximately once per month to discuss data, teaching strategies, trends, etc., to help each child be successful.

Team/grade level meetings occur weekly so teachers can collaborate and plan meaningful, engaging and authentic lessons for their students.

We recognize "College Week" once during the spring semester and promote the importance of higher education. We also provide a Career Day for all 4th and 5th grade students.

We offer various before and after school clubs in which students may participate.

# Perceptions

## Perceptions Summary

Below are the results of our parent survey taken in April 2019. The percentage in front of each question represents those who answered "Agree" on the survey.

1. 96% Are satisfied overall.
2. 96% The school staff cares.
3. 92% Students know how to get help.
4. 92% I know about my child's grades.
5. 98% School is safe.
6. 94% Students are happy.
7. 96% Staff is encouraging.
8. 88% Students who fall behind can get help.
9. 96% School work is important.
10. 90% Students feel welcomed.
11. 92% School communicates effectively.
12. 90% Staff is approachable.
13. 88% They value culture and individual needs.

## Perceptions Strengths

Based on the results of the parent survey regarding perceptions about our campus, 96% of parents are satisfied overall.

We pride ourselves on building a positive, welcoming and inclusive school community and this is evidenced by our survey results.

Each year, we have several students/families who transfer their children (both general education and special education) to our school, because they have heard of the wonderful things our teachers do for our students to help them learn and progress in school.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- Professional development needs assessment data

# Goals

Revised/Approved: September 28, 2020

**Goal 1:** Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

**Performance Objective 1:** I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences.

**Summative Evaluation:** None

<b>Strategy 1:</b> 1) August Professional Learning 2) November 3, 2020 Professional Learning 3) Self-Paced Professional Learning online 4) Early Release Days Professional Learning <b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, all staff will have participated in professional learning at least 3 times during the year. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Goal 1:** Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

**Performance Objective 2:** I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Implement strategies for utilizing the writing process in all grade levels.                  2) Use of TEKS                  3) "I can" statements                  4) Scope and Sequence                  5) Lesson Plans                  6) Thinking Maps                  7) District Scoring Rubrics and conferences                  8) Consultation with ELAR facilitators</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, each teacher will ensure that every student in their classroom has a minimum of 4 writing portfolio samples that reflect grade level TEKS and standards taught.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Campus will utilize ELL teaching strategies to help improve the Academic Achievement Status and Student Success Status in reading and math for our ELL students.</p> <p>Academic Vocabulary                  Small group instruction for reading and math.                  ELL push-in/pull-out instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, our ELL students will move toward the target score in Academic Achievement and Student Success areas as indicated on the Closing the Gaps Status Table.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                  Classroom teachers                  ELL teacher and instructional support staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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**Performance Objective 3:** I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

**Evaluation Data Sources:** Trend walkthrough data; graduation rate data; literacy data; linguistic accommodations walkthroughs

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Teach the 25 Days of Writers' Workshop                  2) Anchor Charts                  3) Modeling                  4) Opportunities to share and present published works                  5) Peer to peer mentoring and editing                  6) Young Author's Conference</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, each student will use the writing process to create a written work (ie: book), publish it and share it with peers and the community at the Young Author's Conference in the spring.                  (This goal can be conducted virtually or within homeroom classes, if necessary)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                  Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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**Performance Objective 4:** I ensure that learners are actively engaged in meaningful and relevant work; Model and expect questioning and reflection; Engage all learners.

**Evaluation Data Sources:** Lesson plans, trend walkthrough data, student work, attendance rates.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Writing portfolios 2) Writing prompts based on life experiences, interests, and choice. 3) Text to self connections with reflective responses. 4) Use of scoring rubrics attached to writings.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, each student will have a writing portfolio, showcasing samples that demonstrate individual growth in the writing process from the beginning to the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Every K-5 teacher will participate in a minimum of one literacy check-in with campus principal each semester7</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of students in K-5 will make 6 months of progress or be in Tier 1 according to Istation, by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Student Experience** - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

**Performance Objective 1:** I create safe and inclusive opportunities; Create meaningful and positive relationships with all students; Know and practice all safety protocols.

**Evaluation Data Sources:** Safety and security reports; drill logs; discipline data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Conduct required monthly/yearly safety drills for evacuation, lockout, lockdown, shelter in place and hold.  <b>Strategy's Expected Result/Impact:</b> By the end of the 20-21 school year, all safety drills will be conducted as required and evidence of completion will be documented.  <b>Staff Responsible for Monitoring:</b> Administrators            Teachers            Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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**Performance Objective 2:** I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.

**Evaluation Data Sources:** Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Restorative Practices will be implemented in all classrooms.                  2) Teachers will work with students to create Treatment Agreements to build classroom culture.                  3) Staff will continue to have training in Restorative Practices throughout the year as needed to ensure mastery of conducting both green and yellow circles.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of all students will participate in Restorative Circles and Practices throughout the 20-21 school year.</p> <p>All staff members will be proficient in the use of Restorative Practices on our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2: Student Experience** - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

**Performance Objective 3:** I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

**Evaluation Data Sources:** Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Provide meaningful professional learning opportunities to staff at the campus level and provide staff with information regarding professional learning at the district level and within the state. 2) Teachers will continue to participate in regular team meetings and monthly PLC/grade level meetings with administrators aligned to the district training model.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will participate in professional learning throughout the 20-21 school year.</p> <p>Professional collaboration during PLC/grade level meetings with administrators will result in student growth and success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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**Performance Objective 4:** I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

**Evaluation Data Sources:** Performance tasks; maker spaces; community showcases and open houses in person if possible (if not in person, hold events virtually where possible).

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) All students will communicate their learning and reflections on learning in a variety of ways.                  2) Utilize district performance tasks, CBAs and teacher created assessments to monitor student progress and adjust teaching as needed.                  3) Bulletin Boards throughout the campus will showcase student's academic work and achievement as well as highlight kindness and positive character traits.                  4) Open House will be held the first week of March 2021, if possible at that time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will showcase their authentic work through a variety of ways.</p> <p>Students will receive differentiated teaching and learning experiences based on data from performance tasks, CBA's and teacher created assessments.</p> <p>Authentic student work will be displayed around the building for all parents, community members and other students to view once visitors are allowed back in the building.</p> <p>Open House will be held the first week of March 2021 so students can showcase their work from throughout the year. (This will be handled virtually if unable to have the event in person)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                  All teachers                  All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Student Experience** - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

**Performance Objective 5:** I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

**Evaluation Data Sources:** Teacher lesson plans; data on community involvement in school learning experiences and activities

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Implementation of the Second Step Program                  2) Highlight and Continue Kindness Initiatives throughout the year                  3) College Readiness Week and Career Day Event will be held in the spring, if possible.                  4) Continue conducting Restorative Circles</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will be teaching Second Step Lessons weekly and administrator will be also create videos to help with kicking off lessons each week.</p> <p>Students will be recognized for their gestures of kindness, good character, etc. throughout the school year.</p> <p>100% of our students will participate in College and Career Readiness Week in the spring of 2021 (if possible).</p> <p>All students will participate in Restorative Practice Green circles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

**Goal 3: Resource Stewardship** - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

**Performance Objective 1:** I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

**Evaluation Data Sources:** Staff meeting agendas, PLC agendas, RtI meeting agendas and notes and Kindness Wall.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Kindness and positivity will be the focus for all staff and students throughout the year.                  2) Grade level teams will participate in monthly PLCs with a focus on analyzing data, sharing ideas for differentiated instruction, and flexible learning environments.                  3) RtI meetings as needed throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will see an increase in positive actions from students and staff as a result of keeping kindness and positivity as the focus of all interactions.</p> <p>100% of grade level teams will participate in data-driven PLCs to ensure student growth and progress during the 20-21 school year.</p> <p>All teachers who have students in the RtI process will meet regularly to review goals and student's progress throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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**Performance Objective 2:** I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

**Evaluation Data Sources:** Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Staff and administrators will utilize instructional facilitators to support instructional practices which impact student growth.                  2) Staff will participate in professional learning on campus and in the district to stay current with professional practices.                  3) Staff will be provided needed resources to accomplish their job and goals in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional facilitator logs will show how often staff and facilitators collaborated to impact student growth.</p> <p>Eduphoria workshop registrations will show professional learning opportunities in which the campus was engaged.</p> <p>Staff will be provided with resources to ensure goals in the classroom are met and students' success is evident.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Facilitators                  Administrators                  Teaching staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue</p>				

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**Performance Objective 3:** I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

**Evaluation Data Sources:** Staff attendance rates; electricity usage and energy costs; materials costs

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Professional learning, which aligns with campus and district goals, will be provided to all staff members throughout the school year.</p> <p>2) Staff who attend additional professional learning above and beyond what is required will share their learning with all staff during staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus initiatives will positively impact student learning as a result of shared and collaborative learning experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Staff members</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Community Engagement** - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

**Performance Objective 1:** I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.

**Evaluation Data Sources:** Campus profile survey results; volunteer records; business partner database

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Organize a College Readiness Week and Career Day (either in person or virtually) in the spring to bring in business and community partnerships and expose students to various job opportunities to which they can aspire.                  2) Campus participation in community events such as collecting food items for the needy.                  3) Parent Satisfaction survey-Panorama</p> <p><b>Strategy's Expected Result/Impact:</b> All students will participate in College Readiness Week in the spring 2021 in order to promote attendance in college and to bring awareness of business and job career opportunities for students' futures.</p> <p>Campus will model community service by participating in various causes throughout the 20-21 school year.</p> <p>Share the results of the parent satisfaction survey with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                  Counselor                  Teaching staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

**Goal 4: Community Engagement** - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

**Performance Objective 2:** I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

**Evaluation Data Sources:** Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Conduct Virtual Parent University (Orientation) at the beginning of the school year.                  2) Teachers and staff will utilize various modes of communication with parents, the main form being the use of Canvas, as well as phone calls, conferences, and emails, to share student progress and positive information with parents about their child.                  3) Principals will post updated information on the campus website, send out monthly Principal's Message emails via Skylert, utilize Facebook and Twitter and update the campus marquee on a regular basis to share information with families.                  4) Principal will hold a minimum of two "coffee talks" - one each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> All parents will be invited to attend Parent University at the beginning of the year in order to gain information about their child's classroom for the 20-21 school year.</p> <p>Parents will have current and updated information regarding their child's classroom, academics, special events, field trips, etc. throughout the year.</p> <p>Parents will have the most current information available to them via the campus website, Principal's Message email and the marquee. Additionally, Facebook and Twitter will provide pictures and information about classroom happenings and campus events in "real-time".</p> <p>Increase parental knowledge about Morningside ES.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Community Engagement** - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

**Performance Objective 3:** I communicate with all stakeholders to understand diverse perspectives: Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

**Evaluation Data Sources:** Campus profile surveys; documented experiences where listening conversations happen (Coffee Talks, conferences with parents).

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Campus BLT will meet a minimum of 4 times during the school year to monitor campus work and initiatives and allow opportunities for input from all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus staff will demonstrate collaboration that results in better communication, school improvement, parent and community involvement and respect for others and their diverse backgrounds.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators BLT Committee members</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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**Performance Objective 4:** I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students and district.

**Evaluation Data Sources:** VOLY (volunteer management system) and/or documentation of virtual guest speakers or programs  
 Campus multi-cultural event (in person or virtual)  
 Use of social media to promote, advertise and thank supporters.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Teachers and staff will actively seek ways to include community members in enriching student learning.          2) Continue our collaborative relationship with our very active and supportive PTA.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning will be enriched by having parents and community members bring relevant and real-world lessons to the school classroom whether in person or virtually.</p> <p>Our partnership and positive relationship with our PTA will continue to grow through our collaborative interactions and support for our students and campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators          Teachers          VOLY System</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5: Student Achievement/Safeguards**

**Performance Objective 1:** Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

**HB3 Goal**

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, the percent of 3rd grade students that perform at Tier 1 on Istation Math will increase from 87.1% to 88%.</p> <p>By June 2024, the percent of 3rd grade students that score Meets Grade Level on Istation Reading will increase from 69.1% to 70%.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 6: State and Federal Mandates**

**Performance Objective 1:** All students shall attend school regularly.

**Evaluation Data Sources:** Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress              Accomplished              Continue/Modify              Discontinue           </p>				

**Goal 6: State and Federal Mandates**

**Performance Objective 2:** All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

**Evaluation Data Sources:** Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RTI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6: State and Federal Mandates**

**Performance Objective 3:** Students shall feel safe and positive about their learning environment.

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Counselors work with students to make appropriate curricular choices or program choices.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress		100% Accomplished		
Continue/Modify		Discontinue		

**Goal 6: State and Federal Mandates**

**Performance Objective 4:** Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				