

Fort Worth Independent School District

054 Morningside Middle School

2023-2024 Improvement Plan



Mission Statement

The mission of Morningside Middle School is to prepare and empower all students to be lifelong learners and productive citizens in a global society.

Vision

Continuous Improvement to Develop Young Men and Women

Value Statement

Morningside Middle School believes in promoting an environment that embodies the core values of teamwork, communication, care, responsibility, honesty, respect, positivity and responsibility.

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Comprehensive Needs Assessment

Revised/Approved: July 24, 2023

Demographics

Demographics Summary

Morningside Middle School

On May 15, 1952, a bond issued was passed by a vote of 11-1. This building program enabled Morningside Junior High School to be built. The bid on the original building was \$634,685. The architect for Morningside Junior High School was Wyatt C. Hendrick.

Morningside Junior High officially opened in September of 1956. The principal was Herbert A. Wilson (1956-1961). In 1961 K. W. McMillan (1961-1970) assumed the principalship. In the fall of 1970, Robert McDaniel (1970-1985) became the principal of the school. During the 1970-71 school year, the east annex was added to the main building.

In 1973, the school was changed to a sixth grade school and remained that way until 1983 when it became Morningside Middle School to accommodate sixth through eighth graders. In 1985, Odessa Ravin (1985-1997) became the fourth principal and first female to assume the principalship.

Morningside Middle has 510 students currently enroled in grades 6th- 8th.

Many of our students come from multigeneraltional families who speak a variety of languages including but not limited to: English, Spanish, and Burmese. We have several invested community partners which help support our campus efforts including: United Way, After School All Stars, Mt. Olive Baptist Church & AUSL.

We provide regular programming, ESL, gifted and talented, and inclusion special education classes. We also provide extra curricular activities for students beyond the school day including: Fort Worth After School programming via the After School All Stars, art club, basketball, soccer, and tutoring.

MMS enrollment breakdown:

Hispanic: 59.9%

African American: 29.4%%

Asian: 7.6%

Other: 3.1%

EL: 52%

SpEd: 7.4%

Economically disadvantaged: 96%

Our staff is diverse in terms of years of experience and race/ethnicity.

Student Attendance:

2019-20 (Pre-COVID): 97.8%

2020-21 (Post-COVID- Virtual Option): 93.5%

2021-22 (Post-COVID- In person): 90.86%

School Community-Nearly 65% — are African-American, young (median age is between 30 and 35), and poor (the average household income falls below the federal poverty level). Statistics also show that about 45 percent of residents didn't finish high school. Our campus is 98% Economically Disadvantaged which is higher than the district of 85%.

Staff-The Campus was reconstituted for 22-23 school year therefore 40% of the Teachers have 0-5 years of teaching, 20% have 6-10 years of experience and 40% returning.

Attendance, & Mobility- Attendance rate for all Scholars during the 2020-2021 school year was 92%. Are AA, Hispanic and White students Chronic Absenteeism was higher than the district at 24%.

Demographics Strengths

Demographics Strengths

- MMS had the highest growth during the 21-22 school year within the district.
- Campus has over nine different countries represented.
- 75% of the families in the community and school are 3rd generation students.
- MMS has over 7 different languages represented.
- MMS has a strong alumni presence that holds a reunion every year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance average is below the district's. Morningside Middle School has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent. **Root Cause:** Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2: African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%). **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 3: The need for daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. **Root Cause:** According to our ESF Diagnostic that was completed in August of 2022 and due to the campus reconstitution and the number of teachers hired this year, the data indicates there is a need to improve Lesson planning and alignment of the learning objective to the TEKS and student expectations, therefore by focusing on high leverage TEKS, data-driven lesson plans that have formative assessments/exit tic

Problem Statement 4 (Prioritized): Teachers and Leaders need support in engaging with the TIL observation and Feedback cycles that will help our leadership team ensure that objective-driven daily lesson plans with formative assessment is being implemented across all core content areas on our campus. **Root Cause:** According to our ESF Diagnostic, Essential Action 5.3, Data-driven instruction will be a prioritized focus area. Implementing a data-based protocol aligns with the ESF and the district initiative of analyzing student work through PLCs. This will be measured through a student data tracker uploaded to our shared drive, and all data meetings are calendared on our DDI calendar.

Student Learning

Student Learning Summary

Morningside had previously been a low achieving campus for several years and recently (for the 2021 - 2022 school year) was had an overall rating of a C with a score of 72 for School progress and 70 for Closing the Gap. The attendance rate for the campus for this school year was 91.9% with a campus economic disadvantage of 98.2%. Ratings for the 2022-2023 are currently delayed but the campus attendance rate for 2022- 2023 was 89.34%.

Morningside TEA Accountability grade for the 2021- 2022 school year was an overall rating of a C. (Overall 71)

Morningside TEA Accountability grade for the 2020-2021 school year was cancelled due to Covid-19 (Campus keeps previous grade rating)

Morningside TEA Accountability grade for the 2019-2020 school year was a F rating (Overall 53)

Morningside TEA Accountability grade for the 2018-2019 school year was a F rating (Overall 58)

Student Learning Strengths

Morningside students who are scheduled to receive support services are scheduled to receive all services including Special Education, Dyslexia, 504 and EB services. Campus uses multiple data points and sources to assess student data such as Lexia, NWEA MAP data, Demonstration of Learning, District Benchmark and Common Assessments. The majority (more than 50%) of students meet growth in Reading STAAR and MAP. Advanced classes on campus included accelerated 6th grade science, accelerated 6th grade math, Algebra I (7th grade class), Algebra I (8th grade class), Advanced RLA (6th-8th), Advanced Math (6th-8th), Advanced Social Students (6th-8th), 7th Grade Advance Science. Campus was a C rated campus for the 2021- 2022 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All 6th-8th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.

Problem Statement 2: All 6th-8th grade students are underperforming the district by 6 percent at the "meets" level on the STAAR Math assessment. **Root Cause:** Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.

School Processes & Programs

School Processes & Programs Summary

Morningside Middle uses Paul Bambrick's culture practices as part of our campus Behavior Management System. MMS also uses Viking bucks as a way for students to earn VB based on behavior and class effort. Each third and sixth weeks, students are able to use their bucks to purchase incentives.

Another culture-building aspect at MMS is our weekly positive phone calls.

Morningside Middle has an active parent board comprised of parents and teachers.

Tutorials are offered before school and on Saturdays.

Content specialists provide instructional support for all teachers.

For campus leadership, the Instructional Leadership Team consists of the principal, assistant principal, data analyst, and two instructional coaches. Each grade level, including electives, has a grade level leader and at the start of the year, the faculty votes on the CERC team comprised of staff members who act as an advising body to the principal.

School Processes & Programs Strengths

- All tested teachers have PLC time within the school day
- Mentor Program to support new teachers
- Stuco meets with campus principal
- Staff and student culture and school spirit is celebrated as a campus strength.
- Staff feel as though they have strong instructional support through instructional coaching, weekly PLCs, and feedback from the Instructional Leadership Team.
- Communication to staff and families via newsletters, activity calendars, call outs, and social media is a culture building strength.
- MTSS plan for students and teachers
- Parent programs.
- Social Workers who support students on the campus and home support.
- Support Specialist
- Program Specialist
- Content Specialist
- Funding to support students and teachers during the day as well as after school.
- Mobile Health Care Unit

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. **Root Cause:** Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 2: **MMS has a high campus referral for 5% of our students.** **Root Cause:** Students are showing signs of having greater needs to help with their reoccurring discipline issues.

Perceptions

Perceptions Summary

Parent participation:

Our biggest parent participation events are as follows: Open House, Holiday Festival, Academic Rally, community builds and Awards Assemblies. We usually average between 100-150 parents/family members at these events.

Community Partnerships Our campus is part of the United Way, TCU, FWPD and others which supports our campus in several different areas including providing the opportunity for our students to attend educational trips.

Morningside Middle School faculty, staff and community stakeholders developed the campus Graduate portrait where they identified the look for of a student and teacher of Morningside Middle.

Morningside Middle implemented a monthly calendar with incentives for teachers and student to remind all stakeholders that we care about them.

We implement attendance and grade incentives every six weeks to encourage students to come to school and do well in class.

Students can earn V-bucks daily from staff which can be used at the campus store each 3 and 6 weeks. This was to help Scholars earn money based on their good deeds in school.

Perceptions Strengths

1. Students and staff feel valued
2. Strong and collaborative campus climate and culture
3. Good staff attendance usually 35% of staff have perfect attendance each six weeks.
4. Fun activities and dress up days planned and communicated with families to increase student experience.
5. There are opportunities for collaboration and involvement with school and community

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%). **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 2: EB on advanced high (6th-3%, 7th -6%, 8th- 0%) are performing below district (6th-9%, 7th -9%, 8th- 12%) and region (6th-14%, 7th -16%, 8th- 17%) average **Root Cause:** Staff and students need intentional development in the following areas: exposure to writing opportunities, sentence and questioning stems, academic conversations and resources and tools that promote listening, speaking, reading and writing.

Priority Problem Statements

Problem Statement 1: Teachers and Leaders need support in engaging with the TIL observation and Feedback cycles that will help our leadership team ensure that objective-driven daily lesson plans with formative assessment is being implemented across all core content areas on our campus.

Root Cause 1: According to our ESF Diagnostic, Essential Action 5.3, Data-driven instruction will be a prioritized focus area. Implementing a data-based protocol aligns with the ESF and the district initiative of analyzing student work through PLCs. This will be measured through a student data tracker uploaded to our shared drive, and all data meetings are calendared on our DDI calendar.

Problem Statement 1 Areas: Demographics

Problem Statement 2: All 6th-8th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English.

Root Cause 2: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%.

Root Cause 3: Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%).

Root Cause 4: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

Revised/Approved: September 18, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 47 % to 57 % by May 2023.

Increase the percentage of Hispanic or Latino students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 48 % by May 2023.

Strategy 1: Improve the quality of tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction with standards aligned planning / deliver, differentiated instruction and performance data.

Strategy's Expected Result/Impact: build a foundation of reading and math, provide cultural relatedness and scaffolding for students

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: School wide book study Intended Audience: ILT / teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Sept - Oct. Delivery Method: Face to face / virtual Funding Sources: Reading materials - Title I (211) - 211-13-6329-04N-054-30-510-000000-24F10 - \$600

Action Step 2 Details	Reviews			
Action Step 2: Train teachers on effective lesson planning utilizing high quality instructional materials that is aligned to the TEKS / STAAR Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT (Instructional coach and admin) Date(s) / Timeframe: Aug - May Funding Sources: extra duty pay - Title I (211) - 211-11-6116-OPD-054-30-510-000000-24F10 - \$1,844.83, supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-054-24-273-000000- - \$7,514	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Training teachers on exemplar development and success criteria and implementation Intended Audience: ELA Teachers Provider / Presenter / Person Responsible: ILT (instructional coach & admin) Date(s) / Timeframe: Sept - Nov. Delivery Method: face to face Funding Sources: PD after hours - Title I (211) - 211-11-6116-OPD-054-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 48% to 55% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 43% by May 2023.





High Priority
HB3 District Goal
Evaluation Data Sources: MAP data

Strategy 1: Improve the lesson alignment and quality of Tier 1 instruction for all students through development of systems that specifically monitor, adjust and frequently check for understanding throughout the instructional process at a rigorous level.

Strategy's Expected Result/Impact: Overall increase in student scores and differentiated support provided for identified students
Staff Responsible for Monitoring: ILT

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Lesson plans submitted weekly by teachers and reviewed by ILT team for feedback with emphasis on alignment to tier 1 instruction and curriculum and culturally responsive instructional strategies. Intended Audience: ILT, Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: School year 23-24 Delivery Method: Face to face, submitted via Google Drive Funding Sources: technology for plan review, feedback and presentation - CTE (199 PIC 22) - - \$4,500				

Action Step 2 Details	Reviews			
Action Step 2: Train teachers on effective lesson planning utilizing high quality instructional materials that is aligned to the TEKS / STAAR Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT (math instructional coach and admin) Date(s) / Timeframe: Aug - May Funding Sources: PD after hours - Title I (211) - 211-11-6116-OPD-054-30-510-000000-24F10 - \$1,000, supplies and materials (instructional) - CTE (199 PIC 22) - - \$2,400	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality of tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction with standards aligned planning / deliver, differentiated instruction and performance data.

Strategy's Expected Result/Impact: increase MAP scores (Math)

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.4

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Training teachers on exemplar development and success criteria and implementation Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT (math instructional coach and administrator) Date(s) / Timeframe: Sept - Nov. Funding Sources: PD after hours - Title I (211) - 211-11-6116-OPD-054-30-510-000000-24F10 - \$2,100, PD after hours - Gifted & Talented (199 PIC 21) - - \$845, Supplies and materials - CTE (199 PIC 22) -	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data analyst to provide weekly assessments and support to teachers as they analyze data (BOY, MOY, EOY) Intended Audience: Teachers / students Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: Aug - June Funding Sources: supplies & materials, furniture, salary - Title I (211) - 211-13-6119-04N-054-30-510-000000-24F10 - \$80,000, materials and supplies for data collection - CTE (199 PIC 22) - - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 6-8 grade students underperformed their district peers in meeting or exceeding their expected growth on the MAP Math MOY assessment by 3%. Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS K-5 to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 37% to 47% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __22__% to _26__% by May 2023.

Evaluation Data Sources: STAAR data, MAP data, formative assessments, benchmark data

Strategy 1: Daily instruction provided at the rigor (depth and complexity) of the grade level and above standards including student performance task, classroom activities, task, assignments, formative and summative assessments utilizing the FWISD Curriculum Frameworks and state standards in all courses for all students.

Strategy's Expected Result/Impact: Increase in students at the meets or above level in reading / math

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.4

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Master Schedule includes, at least, one PLC weekly meeting for teacher teams to meet Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: 23-24 school year Delivery Method: face to face Funding Sources: supplies and materials - CTE (199 PIC 22) - - \$1,047		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide on-going additional instructional support for students through push-in services Intended Audience: Students Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: Sept - May Delivery Method: face to face Funding Sources: personell (subs) - Title I (211) - 211-11-6112-04N-054-30-510-000000-24F10 - \$1,500, supplies and materials - SPED (199 PIC 23) - - \$629	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All 6th-8th grade students are underperforming the district by 10 percent at the "meets" level on the STAAR RLA assessment in English. Root Cause: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 49% to 40% by May 2023.

Strategy 1: Provide incentive and motivation task for students identified with excessive absences as an incentive

Strategy's Expected Result/Impact: decrease number of students with excessive absence

Staff Responsible for Monitoring: admin / SST

Title I:

2.6





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: activity space for students with excessive absences as a incentive Intended Audience: students Provider / Presenter / Person Responsible: SST Date(s) / Timeframe: school year 23-24 Delivery Method: face to face Funding Sources: materials and supplies - ex: furniture, technology - Title I (211) - 211-11-6499-04N-054-30-510-000000-24F10 - \$1,250	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%). Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 60% to 50% by May 2023.
Decrease the number of discipline referrals by school personnel for African American and SPED students from 60% to 55% by May 2023.

Strategy 1: Provide mentorship program for students with high number of discipline referrals

Strategy's Expected Result/Impact: Decrease in number of discipline referrals

Staff Responsible for Monitoring: SST / admin

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Consistent behavioral and academic support meetings between students with high discipline referrals and mentors Intended Audience: students including sped and african american students Provider / Presenter / Person Responsible: SST / Admin Date(s) / Timeframe: school year 23-24 Delivery Method: face to face Funding Sources: substitutes - SPED (199 PIC 23) - - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%). Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students and SPED students from 60% to 55% by May 2023.

Strategy 1: Align and leverage programs, resources and MTSS to improve daily attendance rates, increase parent / school engagement, decrease behaviors and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: decrease in OSS suspensions

Staff Responsible for Monitoring: SST / admin

Title I:

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Provide in-school supports including ISS and OCI as alternatives Intended Audience: Students Provider / Presenter / Person Responsible: OCI / ISS teacher Date(s) / Timeframe: School year 23- 24 Delivery Method: face to face Funding Sources: curriculum, classroom materials for oci and iss classroom - Title I (211) - 211-11-6399-04N-054-30-510-000000-24F10 - \$200, salary - Title I (211) - 211-11-6129-04N-054-30-510-000000-24F10 - \$38,000				

Action Step 2 Details	Reviews			
Action Step 2: Provide incentives and resources to increase appropriate behaviors and attendance for Intended Audience: students including african - american and sped students Provider / Presenter / Person Responsible: MTSS team Date(s) / Timeframe: School year 23-24 Delivery Method: face to face Funding Sources: supplies, materials and resources - SPED (199 PIC 23) - - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%). Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2023.

Evaluation Data Sources: Parent sign in sheets, number of events implemented

Strategy 1: Foster collaborative partnerships (x: HIT tutoring, campus data analyst, ILT, PLC, SST, SBD, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

Strategy's Expected Result/Impact: increased number collaborative events

Staff Responsible for Monitoring: SST / Family Engagement Specialist / ILT

Title I:

4.1





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Monthly Parent Meetings Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: September- May Collaborating Departments: FES Delivery Method: Face to Face Funding Sources: supplies and materials for activities, snacks - Parent Engagement - 211-61-6499-04L-054-30-510-000000-24F10 - \$645, supplies and materials for activities - Parent Engagement - 211-61-6399-04L-054-30-510-000000-24F10 - \$525, technology - Parent Engagement - 211-61-6396-04L-054-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: African American students are being disciplined disproportionately (3.3%) (ISS and OSS) from their peers (2%). **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Reading materials	Reading materials for professional development	211-13-6329-04N-054-30-510-000000-24F10	\$600.00
1	1	1	2	extra duty pay	Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-24F10	\$1,844.83
1	1	1	3	PD after hours	Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-24F10	\$2,500.00
2	1	1	2	PD after hours	Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-24F10	\$1,000.00
2	1	2	1	PD after hours	Extra duty pay for PD after hours	211-11-6116-0PD-054-30-510-000000-24F10	\$2,100.00
2	1	2	2	supplies & materials, furniture, salary	Data Analyst	211-13-6119-04N-054-30-510-000000-24F10	\$80,000.00
3	1	1	2	personell (subs)	Subs for supplemental instruction	211-11-6112-04N-054-30-510-000000-24F10	\$1,500.00
4	1	1	1	materials and supplies - ex: furniture, technology	Snacks or incentives for students	211-11-6499-04N-054-30-510-000000-24F10	\$1,250.00
4	3	1	1	curriculum, classroom materials for oci and iss classroom	Supplies and materials for instructional use	211-11-6399-04N-054-30-510-000000-24F10	\$200.00
4	3	1	1	salary	Teacher Assistant	211-11-6129-04N-054-30-510-000000-24F10	\$38,000.00
Sub-Total							\$128,994.83
Budgeted Fund Source Amount							\$128,994.83
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	supplies and materials	Supplies and materials for instructional use	199-11-6399-001-054-24-273-000000-	\$7,514.00
Sub-Total							\$7,514.00
Budgeted Fund Source Amount							\$7,514.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	supplies and materials for activities, snacks	Snacks for Parents to promote participation	211-61-6499-04L-054-30-510-000000-24F10	\$645.00
4	4	1	1	technology	Technology <\$5,000 for parental involvement	211-61-6396-04L-054-30-510-000000-24F10	\$1,500.00
4	4	1	1	supplies and materials for activities	Supplies and materials for parental involvement	211-61-6399-04L-054-30-510-000000-24F10	\$525.00
Sub-Total							\$2,670.00
Budgeted Fund Source Amount							\$2,670.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1	PD after hours	EXTRA DUTY - PROFESSIONAL		\$845.00
Sub-Total							\$845.00
Budgeted Fund Source Amount							\$845.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	technology for plan review, feedback and presentation	TECHNOLOGY < \$5000		\$4,500.00
2	1	1	2	supplies and materials (instructional)	INSTRUCTIONAL MATERIALS		\$2,400.00
2	1	2	1	Supplies and materials	GENERAL SUPPLIES		\$0.00
2	1	2	2	materials and supplies for data collection	GENERAL SUPPLIES		\$3,500.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	supplies and materials	GENERAL SUPPLIES		\$1,047.00
Sub-Total							\$11,447.00
Budgeted Fund Source Amount							\$11,447.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	supplies and materials	INSTRUCTIONAL MATERIALS		\$629.00
4	2	1	1	substitutes	SUBS - PROFESSIONAL		\$2,000.00
4	3	1	2	supplies, materials and resources	GENERAL SUPPLIES		\$3,000.00
Sub-Total							\$5,629.00
Budgeted Fund Source Amount							\$5,629.00
+/- Difference							\$0.00
Grand Total Budgeted							\$157,099.83
Grand Total Spent							\$157,099.83
+/- Difference							\$0.00

Addendums

Agenda

Morningside Middle School Title I / Open House
August 31, 2023 6:00 pm

Welcome / Introductions

- Leadership
- Staff
- Review and Explanation of the Title I and Annual Meeting requirements
- Attendance
- Parent Support Offerings, Mr. M. Cook, Parent Engagement
 - School & Community Resource Building
 - Classes to support your needs
 - We want to partner with you!!

Agenda
Morningside Middle School Title 1 Meeting / Open House
August 31, 2023
6:00 - 7:15 pm

Minutes

- Welcome / Introductions**
- **Leadership (Principal, Assistant principals, Instructional Leadership Team, Student Support Staff) - Dr. McGuire**
 - **Introduced Trustee Wallace Bridges - Dr. McGuire**
 - **Staff (Teachers, librarian and support staff) - Dr. McGuire**

Review and Explanation of the Title I and Annual Meeting requirements- Dr. McGuire

Attendance (Review attendance requirements) - Mr. Martinez

- Parent Support Offerings - Mr. M. Cook Family Engagement Specialist**
- **School & Community Resource Building**
 - **Classes to support your needs**
 - **Partnership Opportunities**
- Introduce Carlos Walker (Family Action center)**

Parents released to visit classrooms

- **Submitted Title 1 forms as they were released.**

Community Partners in the cafeteria

- **T3**
- **Girl Scouts**
- **TCC**
- **Counseling Staff**

8/31/23

Parent Class Sign-In Sheet

Class Topic: Title 1 / Open House

FES/LPE Name: _____

Campus: Morning Side MS

Facilitator/Department: _____

Date: _____

Time: _____

OSU

Parent First Name	Parent Last Name	Child's Name	Racial Category (Seleccione su categoria racial)	Ethnicity (Ethnicidad)
Primer Nombre	Apellido	El nombre del niño	AA (Afroamericano), American Indian, White (Blanco), Asian, Pacific Islander, Two or More (Dos o Más)	-Not Hispanic or Latino (No hispano o latino) -Hispanic or Latino (Hispano o latino)
Frances Monroe	Monroe	Angela Monroe	white	
Courtney	Knight	Candace Walker	AA	WDD - hisp
April Ortega	Ortega	Karla Ortega	W	hispan
Brilee	Anderson	Debylen Willis	Black	
Mang Ramirez	Mauzi	Charity	Asian	
Mario Espinoza	Espezel	Daniel James E	Hispanic	1
Jade Bowman	Bowman	James Tarkington	Black	
		Jada Tarkington	Black	
		Jaden Tarkington	Black	
Mario	Carrillo	Xamasa Carrillo	his	

Parent First Name	Parent Last Name	Child's Name	Racial Category (Seleccione su categoria racial)	Ethnicity (Ethnicidad)
Primer Nombre	Apellido	El nombre del niño	AA (Afroamericano), American Indian, White (Blanco), Asian, Pacific Islander, Two or More (Dos o Más)	-Not Hispanic or Latino (No hispano o latino) -Hispanic or Latino (Hispano o latino)
Maria	Hernandez	Jose Hernandez	hispanic	hispanic
Brittini	Hall	Laila Tucker	African-American	non hispanic
Constance	Everett	Deanna Terrell	African American	non hispanic
Laura	PEREZ	SHAYOITIZ	hispanic	hispanic
Michelle	Young	Amylah Page	African Am	Non-
Michelle	Suarez	Josue Teran	hispanic	
Aracely	Gabiniz	Angie Olan	H	
Aracely	Gabiniz	Jose Gabariz	H	
Aracely	Gabiniz	Marilyn Chan	H	
Wendy	Guerrero	Jonathan Guerrero	hispanic	
Wendy	Guerrero	Walter Guerrero	hispanic	
EVER	IRAHETA	Kerry Iraheta	hispanic F.S.	
Brandon	MacGABRIAN	ROGAN	WHITE	
Graciela	Ramirez	Noelia Mendoza	hispanic	

Parent First Name	Parent Last Name	Child's Name	Racial Category (Seleccione su categoria racial)	Ethnicity (Ethnicidad)
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Valentin	suarez	Memphis		
Valentin	juarez	Heidy		
Elian	Hernandez	Elian		
Xiomara Duran	Duran	Daniel Duran		
Chisue	Rodriguez	Umaral Real-Alons		
Nicarlys Bivera		Nicarlys Rosado		Hispanic
Karen	Talley	Roman Talley	AA	
Letricia	Briones	Alvaro Almeda	Hispanic	Hispanic
Sandra	Baez	Eder plascencia	Hispanic	Hispanic
Shanica	Hall	Shanica Hall	BK	

Parent First Name	Parent Last Name	Child's Name	Racial Category (Seleccione su categoria racial)	Ethnicity (Ethnicidad)
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Jeanne De la Paz	De la Paz Robles	Genesis J. Llanque	W	NH L
Esmeralda Robles	Robles	Valeria Ramirez		
Anton	Vargas Prado	Eli Miranda	W	Hispanic
Tonya S	Stallford	Jerome McMillen	AF	WHL
Camila Leticia	Arreola Arreola	Camila Alanis		Hispanic
Colo Robles	Rodriguez	Sebastian R.	H	Hispanic
Antonio yessenia	Martinez	Antonio Muela	AA	
Griselida	Prado	Carlos Prado		Hispanic
Megan Grady	Grady S. Anthony	Zanora Grady S		
Megan David	Grady S. Anthony	Kendrick Anthony		
Wendy I	Guerrero	Sonathan Guerrero is Para		
Wendy -	Guerrero	Walter Guerrero is Para		
Sylvia	Pineda	MacKenzie Rodriguez	Hispanic	

Parent First Name	Parent Last Name	Child's Name	Racial Category (Seleccione su categoria racial)	Ethnicity (Ethnicidad)
Primer Nombre	Apellido	El nombre del niño	AA (Afroamericano), American Indian, White (Blanco), Asian, Pacific Islander, Two or More (Dos o Más)	-Not Hispanic or Latino (No hispano o latino) -Hispanic or Latino (Hispano o latino)
Tayisha	Lomas	Deshawn Alexander	Black	Non-hispanic
Juana	Valdez	Sara Valdez	White	Hispanic
Jafenda	Burnfield	Jasmine Starks	AA	Hispanic
Sandra	Baez	Valeria Masencio	Hispanic	Hispanic
Andrea	Reyes	Adrian Villalobos	Hispanic	
Wesley	Suarez	Alan Rodriguez	Hispanic	Hispanic
Chuliet	Myles	Judhyce Russell	Black	non hispanic
Alicia	Andrews	Tiara Logan	Black	non hispanic
Daphnette	Jackson	Khadira McGrew	Black	non
Michael	Fowler	Michaelah	Fowler AA	
		Michaelyn	' AA	
Nora Torres	Torres	Ernesto Torres	Hispanic	
Manuela Ortega		Zavian Koffel	Hispanic	

Parent First Name	Parent Last Name	Child's Name	Racial Category (Seleccione su categoria racial)	Ethnicity (Ethnicidad)
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Dominique	McKnight	Isaiah Johnson	Black	not hispanic
Bianca	Russell	Braylon Campbell	AA	NH
Tanya	Herron	Aniya Bayel	black	NH
Avery	Thompson	Bridgetta Develva	Black	NH
Shekita	Moore	Elijah McGinnis	Black	NH
José Aida	PINEDA, Abreu	José Pineda		Hispanic
Spunta	Johnson	Kendrick Murray	Black	NH
Camela	McCloud	Kamea Holaway	BLK	NH
Samuel	McCloud	Kamea Holaway	BLK	NH
Jarany	Simpson	Jahel Finkel	BLK	NH
Tracy	Cedar	EJ Cedar	BLK	
Christian	Rodriguez	Analy Rodriguez	Hispanic	Hispanic
Erin	Castro	Erle Castro	Hispanic	
KARLA	RASCON	Luyavon Rascon	BLK Hispanic	

Invite via Parentlink Backboard

Morningside Middle will host an open house Thursday 8.25.2023 from 6:00pm-7:15pm. Parents this will be a time for you to meet your scholar's teachers and here from our Principal. We will also have other resources available, along with a gift card raffle. If you have any questions please feel free to reach out.

Invite via Parent Link Blackboard

Morningside Middle organizará una jornada de puertas abiertas el jueves 25 de agosto de 2023 de 6:00 p. m. a 7:15 p. m. Padres, este será un momento para que conozcan a los maestros de sus estudiantes y aquí a nuestro director. También tendremos otros recursos disponibles, junto con una rifa de tarjetas de regalo. Si tiene alguna pregunta, no dude en comunicarse.