

Texarkana Independent School District
Morriss Mathematics & Engineering Elementary
2019-2020 Campus Improvement Plan

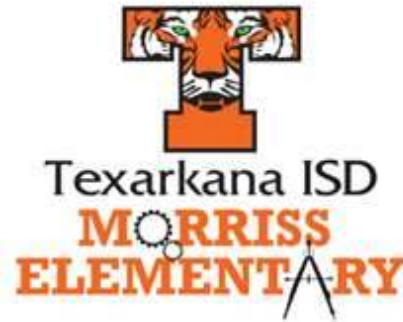


Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Academic Achievement	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.	16
Goal 2: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.	20
Goal 3: We will develop a highly qualified and diverse staff that will promote high expectations for all.	22
Goal 4: We will facilitate family and community involvement in the growth and success of the student.	24
2019-2020 Campus Site-Based Committee	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Martha and Josh Morriss Mathematics & Engineering Elementary School is entering its 13th year of operation, serving students in the greater Texarkana area as part of the Texarkana Independent School District. We are a magnet school offering a comprehensive STEM curriculum including daily engineering classes for every student and an accelerated mathematics program. Because of our magnet school status, we have no enrollment boundaries, therefore, students in grades Kindergarten through 5th grade may enroll from anywhere within the geographical area.

Our campus draws primarily from the Texarkana, Texas population of 37,818, although we frequently have students enroll from smaller surrounding communities and school districts including some who are Texarkana, Arkansas residents and pay tuition to attend. While there is little-projected growth for the city of Texarkana according to the latest census data, the district, as a whole, has experienced continued growth over the past several years. This is a trend we hope to see continue.

The district serves 7,174 students with 3,809 of those students enrolled in one of our nine elementary schools. One of TISD's strengths is the diversity of the student population. Of the total student population, 34% are Caucasian, 44% are African American, 14% are Hispanic, and 8% listed as other. 68% of our district students are Economically Disadvantaged and approximately 7% are English Language Learners.

Morriss Elementary currently serves 396 students. Of the 396 students, 72.2% are Caucasian, 13.5% are African American, 3.9% are Hispanic, 3.7% are Asian, 1.0% are Native American and 5.7% are classified as two or more races. 18.7% of our students are described as Economically Disadvantaged and 0.7% are English Language Learners.

Morriss students typically live in two-parent households where one or both parents are members of the local workforce. Most Morriss parents are well-educated holding bachelor's degrees and beyond. It is reasonable to estimate the average income of Morriss families is somewhat above that of the general population of the city. In general, Morriss parents value rich educational experiences for their children and hold high expectations for their children and the school community.

Our capacity for enrollment is 432 students with three sections of each grade level accepting up to 24 students in each section. We enjoyed a small increase in enrollment three years ago (from 394 students to 412 students) but have since returned to enrollment numbers similar to that of 2014-2015. This year we served 396 students.

Our attendance rate for the 18-19 school year was 97.7%, the highest in the district.

In order to serve our students, we currently employ 18 classroom teachers and three activity teachers. We have two administrators (Principal and Assistant Principal), one Instructional Coach (which is a newly added position), one School Counselor, one Administrative Assistant, one Receptionist, one Health Aide, one Library Aide, one Instructional Aide, four custodial staff members, and three child nutrition staff members. Of the 37 total staff members, 30 or 81% are Caucasian and 7 or 19% are African American.

While the federal mandate for highly qualified teachers has expired, Morriss Elementary continues to place an emphasis on hiring high-quality, talented staff members. In addition to basic certification requirements, all of our classroom teachers hold a Master's Degree in Curriculum and Instruction or are currently working toward the attainment of that degree. The district supports those in the master's program by paying all expenses including books and tuition. In the past, we have also required teachers to take and pass the Master Math Teacher certification test but have recently learned of the discontinuation of this test and certification by the Texas Education Agency. We will be working this year to make decisions about any additional certification we believe might be important for our teachers to hold.

Demographics Strengths

Morriss Elementary has many strengths. Some demographic strengths to note:

1. Our strong background of academic achievement, national notoriety for our rigorous STEM curriculum, and award-winning leadership development program bring many families from all around the Texarkana area - including those from surrounding school districts - to our campus for enrollment. We maintain a large transfer population.
2. We are proud to consistently hold the highest attendance rates in the district.
3. We are proud of the number of staff members holding advanced degrees or working towards the attainment of an advanced degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment totals have slightly declined over the past couple years. **Root Cause:** As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.

Problem Statement 2: Our student population lacks diversity. **Root Cause:** Unfortunately, our city is divided racially by geographical location. Despite the district's attempt to increase diversity at Morriss through a Pre-K prep program at one of our more diverse campuses, a recruitment event on that campus annually, and offering free bus service, parents tend to prefer to enroll students closer to home.

Student Academic Achievement

Student Academic Achievement Summary

Below is a comparison chart of STAAR scores for the past 5 years. Consistently, our students continue to perform at some of the highest levels in the state. Only occasionally is there a student or two who struggle to meet standard. We are proud of our students' and teachers' hard work in sustaining our high academic achievement levels.

	STAAR 2015	STAAR 2016	STAAR 2017	STAAR 2018	STAAR 2019
TEA Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard Predicted (Data Pending)
Reading	99% (Distinction Earned)	100% (Distinction Earned)	99% (Distinction Earned)	99% (Distinction Earned)	99% (Data Pending)
Math	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	99% (Distinction Earned)	100% (Data Pending)
Writing	100%	100%	94%	97%	97%
Science	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	100% (Data Pending)

Below is a chart showing the various performance levels of our students on all tests. While there has been little to no drop in the percentage of students passing STAAR over the past several years, there was a significant decrease in students achieving the "Meets" and "Masters" levels in 2018. We attributed the drop to a large number of new teachers employed in our tested subject area teaching positions two years ago and their less-than-perfected ability to

stretch students thinking to higher levels. Over the last year, we have worked diligently to target these areas for growth, and we are proud of the progress made this year. We believe with continued focus, we will soon see achievement levels similar to that of 2017. Even with the drop in performance in 2018, it is important to note, we were and are still performing well above the state averages of 75% Approaching, 46% Meeting, and 22% Mastering grade-level standards.

	2017	2018	2019
Approaches	99%	99%	99%
Meets	93%	85%	87%
Masters	72%	58%	60%

A closer analysis of recent STAAR data shows the following:

- There was an overall increase in the percentage of students achieving the Meets and Masters levels.
- In mathematics, there was an increase of one percentage point in students passing, a nine percentage point increase in students achieving the "meets" standard, and a 13 percentage point increase in students achieving the masters level.
- There was an increase of six percentage points in students achieving the "meets" standard in writing.
- In all areas, our African American, Hispanic, Two or More, and Economically Disadvantaged subgroups performed about the same as our overall student body and white subgroup in terms of "passing" percentages. However, those subgroups performed noticeably lower than our overall student body and white subgroup regarding the "meets" and "masters" standards.

The Texas Primary Reading Inventory (TPRI) is given three times per year (beginning, middle, and end) to all kindergarten, first grade, and second-grade students. In reviewing TPRI data, it is noted that all kindergarten, first grade, and second-grade students not only met proficiency but actually "mastered" the skills assessed on the inventory.

In addition to the assessment data reviewed, it is important to note that the great majority of our students' report card grades show little struggle. In the previous six years of the school's history, there have been zero failures/retentions and very few students are assigned to academic probation based on grades falling below an 80.

Student Academic Achievement Strengths

Morriss Elementary has long been known for high levels of student achievement. Some specific strengths with regard to academic achievement are:

1. Our campus consistently out-performs the state and district averages at all levels of performance in all tested areas.
2. Our campus consistently receives most or all distinction designations available for performing at the top of our comparison group.
3. Math scores showed a large improvement this year with regard to students scoring at the "meets" level and "masters" level.
4. TPRI scores show that 100% of our youngest students consistently read at levels far beyond proficiency.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our Hispanic, African American and Economically Disadvantaged subgroups under-perform compared to the whole student body and white subgroup in regard to STAAR Meets and Masters levels of achievement. **Root Cause:** Teachers lack sufficient training on targeting specific subgroups.

Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. **Root Cause:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs

School Processes & Programs Summary

In order to address concerns about student performance, several years ago we began having all staff meet together in grade level PLCs once per grading period to review student scores on district assessments and formulate a plan for remediation where needed. During these meetings led by administrators, teachers share strengths and growth areas from the latest assessment data. Teachers share best practices and encourage each other to continue growing in personal teaching abilities. This has proven to be a very beneficial process we will continue throughout the upcoming school year.

When a student need is noted, Academic Tutorial Sessions are offered free of charge. Until the 2018-19 school year, these sessions took place after school. We found transportation to be an issue for some students, the program was costly to operate considering teacher pay and added transportation costs, and in general, we found students were less attentive at the end of the school day. Last year, we began offering academic sessions before the school day began. Students used a self-paced online tutorial program. Teachers had the ability to assign certain activities to students in order to target individual needs. The new format was extremely successful. We will continue the same structure this year.

As part of a district-wide literacy initiative, teachers implemented Guided Reading as part of the Literacy Block last year. Training took place two years ago and throughout the school year. We monitored progress closely and felt results were positive overall. As a district, we have decided to continue this focus this year and will continue to offer additional training as needed.

In regards to Math TEKS, teachers have been receiving quality professional development through the district Instructional Services office for several years. We anticipate this will continue through the 2019-20 school year.

Our district and campus initiative to increase classroom technology continues this year. We are adding mobile teacher stations in grades four and five. One team of teachers completed the TISD Google Academy last year, and we have several others participating this year. Upon completion, they receive a classroom set of Google Chromebooks to use with their students. Our VIPS donated funds to provide each classroom a multipurpose chart stand containing two Tech Tubs for housing and charging a set of 12 Chromebooks or iPads. Because of the generous VIPS donation, we were able to provide each classroom with 12 Chromebooks or iPads so each classroom maintains a 2:1 ratio at all times. Along with the infusion of technology, we plan to provide ongoing professional development to our teaching staff. The goal for the end of the school year is for each professional staff member to have completed Level One Google Certification. We believe this process will help facilitate lesson planning with quality technology integration.

After reviewing the campus attendance data, it has been noted that first period absences (tardies) are the greatest attendance issue we face as a campus. Last year, we implemented a program where students were able to participate in early morning pleasurable activities. We hoped to see a decrease in tardies. While that program was successful, we believe adding a school-wide WIG (wildly important goal) with student incentives will additionally help cut down on the number of first period absences.

Additional information revealed through survey data:

- Teachers noted they have the greatest need for professional development in English Language Arts and Reading.
- Teachers noted strengths in understanding the basic curriculum - the TEKS.
- Teachers need more training on implementing Reader's and Writer's Workshop.
- Teachers noted strengths in teaching Science and Math.
- Technology integration is a great need for our teachers.
- Teachers need more help in learning to increase rigor.
- Teachers would like release time to observe others teaching.

School Processes & Programs Strengths

We identified the following strengths:

1. Continued growth of staff ability to dissect data through grade level PLCs meeting each grading period.
2. ELAR professional development received by staff through the district literacy initiative.
3. Mathematics professional development received by staff through the district Instructional Services office.
4. Increased classroom technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite improvements, writing continues to be our students lowest performing area. **Root Cause:** We believe teachers need more training on writing integration techniques.

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Problem Statement 3: A number of our students accumulate large numbers of first period absences (tardies). **Root Cause:** We believe, despite past communication, there is parent confusion about the time class begins vs. the time first period absences are recorded. We know, too, some of our families struggle with traffic as they must visit multiple campuses for drop-offs. Student motivation for early arrival is weak.

Perceptions

Perceptions Summary

The culture and climate of any school are very important. We pride ourselves on holding strong academic & social standards for all students. Moving into our 13th year of operation, Morriss Elementary offers students instructional opportunities not commonly found elsewhere, specifically in the areas of math, engineering, and technology. With ties to Texas A & M University - Texarkana, our students enjoy a curriculum designed to be compelling to move them beyond basic knowledge and support the transfer of learning. Our rigorous and seamless STEM education has been cited nationally numerous times as a model for how young children can become engaged and educated.

In addition to the extraordinary academic opportunities, Morriss Elementary is one of approximately 2000 schools worldwide proud to be known as a Leader in Me campus teaching all students Dr. Stephen Covey's 7 Habits of Highly Effective People. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness such as responsibility, vision, integrity, teamwork, collaboration, and renewal. Research shows teaching these habits to children at an early age gives students an increase in self-confidence, teamwork, initiative, creativity, leadership, problem-solving, communication, diversity awareness, and self-directed learning. Our faculty members use an integrated approach and make leadership training part of everything we do. Instead of seeing children through the lens of a normal distribution curve, The Leader in Me paradigm sees that every child is capable, every child is a leader.

Here at Morriss, we have created an environment in which students assume the responsibility for their own learning, and autonomy and initiative are encouraged. We are truly raising the bar of excellence!

In addition to the climate of high expectations and abundance of opportunities for students to learn and grow, we recognize the importance of family and community involvement. Volunteers are readily available to assist students and staff in classrooms, the workroom, and during student activities through our Volunteers in Public Schools program. In addition to service hours spent on campus, our VIPS organization raises over \$80,000 annually through our Tiger Tracks fundraiser. Because of the generous donations of sponsors and parents, our campus is able to travel to various field trips including Space Camp for our 5th grade students annually, give tens of thousands of dollars to teachers through the teacher grant program, purchase new technology for all students, and provide student incentives for various school-wide programs. We certainly could not be successful without our phenomenal VIPS organization! They are truly at the heart of every major initiative here at Morriss!

In order to get a more concrete understanding of how the community perceives Morriss Elementary, we solicited feedback from students, parents and staff members. Below you will see the areas of strength and areas of need.

Perceptions Strengths

Morriss Elementary celebrates several strengths.

1. Our strong and unmatched STEM curriculum causes students to think critically and grow academically. Our community values the high expectations we have set for our staff and students.
2. Our leadership development initiative through The Leader in Me helps students to develop extra-curricular talents and find their own voice.
3. Parent & community involvement through our VIPS program is an incredible support to all stakeholders.
4. We continue to receive many requests for site-visits to our campus from schools and educational organizations nationwide. While visiting, we always receive extremely positive feedback. Many of the visitors affiliated with specific schools report back often that they are following various aspects of our model.
5. Surveys show that students feel safe and valued while at school.
6. Staff members and parents alike report feeling the school is a clean, safe, and warm environment for teaching and learning.
7. Staff feel students' individual needs are well met.
8. Survey data showed administrators value staff members ideas and opinions and support growth for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We often find community members to be unaware of the opportunities available at Morriss and within the district. This often leads to misconceptions about our school. **Root Cause:** We attribute this issue to lack of advertising the opportunities available on our campus and within the district as students move beyond Morriss Elementary.

Priority Problem Statements

Problem Statement 1: Enrollment totals have slightly declined over the past couple years.

Root Cause 1: As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We often find community members to be unaware of the opportunities available at Morriss and within the district. This often leads to misconceptions about our school.

Root Cause 2: We attribute this issue to lack of advertising the opportunities available on our campus and within the district as students move beyond Morriss Elementary.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago.

Root Cause 3: We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years.

Root Cause 4: We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: More students struggle to pass the writing STAAR test than any other test.

Root Cause 5: Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: A number of our students accumulate large numbers of first period absences (tardies).

Root Cause 6: We believe, despite past communication, there is parent confusion about the time class begins vs. the time first period absences are recorded. We know, too, some of our families struggle with traffic as they must visit multiple campuses for drop-offs. Student motivation for early arrival is weak.

Problem Statement 6 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.





Performance Objective 1: Increase the percentage of students passing STAAR at the approaches level from 99% to 100%, the percentage of students passing at the meets level from 87% to 89%, and the percentage of students passing STAAR at the masters level from 60% to 62%.

Evaluation Data Source(s) 1: STAAR 2019 Test Scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Hold grade level PLCs once per grading period to review local assessment data (Unit Assessments, Benchmarks, TPRI, etc.). Specifically focus on monitoring performance of subgroups and methods for closing the achievement gaps between groups.	2.4, 2.5, 2.6	Mrs. Jodi Spakes	By analyzing assessment data at regularly scheduled intervals, we will be able to intervene with students who are struggling to meet assessment goals in a timely fashion. By noting objectives that students are struggling with, we will be able to remediate those objectives sooner rather than later.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							
2) Hold Vertical Team meetings (math, reading and language arts) twice per year in order to more tightly align the curriculum and explore best practices.	2.4, 2.5, 2.6	Mrs. Jodi Spakes	By vertically aligning the curriculum, gaps between grade levels will be successfully closed and student achievement should rise. In addition, a discussion of best practices within in each vertical team should lead to the implementation of higher quality teaching practices which in turn will lead to increased student achievement.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
3) Teachers will participate in a minimum of two Learning Walks throughout the year in order to observe others' teaching and discuss best practices.	2.4, 2.5, 2.6	Mrs. Jodi Spakes	By participating in Learning Walks, teachers will observe new and innovative instructional practices in action. By doing so, teachers will be inspired to incorporate high quality strategies observed in their own classroom.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. Root Cause 2: Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.
Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. Root Cause 3: We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.
School Processes & Programs
Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. Root Cause 2: We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.


Goal 1: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.

Performance Objective 2: All Morriss teaching staff will be able to articulate and execute a systemic planning process by May 2020.

Evaluation Data Source(s) 2: Aware: Forethought Lesson Plans Submitted, Agendas and Sign-in Sheets for Training Sessions

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Create an easy to follow step-by-step guide for lesson planning.	2.4, 2.5, 2.6	Mrs. Brandy Debenport	By creating a step-by-step lesson planning guide, the weekly process of planning will be aligned across the campus thereby strengthening the components of each lesson.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							
2) Create a lesson plan template appropriate to all subjects to be used for all lesson plans submitted.	2.4, 2.5, 2.6	Mrs. Brandy Debenport	By aligning the lesson plan templates, we will strengthen the quality of the lesson plans for each subject.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							
3) Schedule and hold training sessions for all teaching staff on using the new planning system created and best planning practices.	2.4, 2.5, 2.6	Mrs. Brandy Debenport	By adequately training all staff on the newly aligned planning process, we will strengthen the quality of lesson plans created thereby impacting student learning in a positive way.				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. Root Cause 2: Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Student Academic Achievement

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause 3:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs


Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause 2:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Goal 2: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: All Morriss students will create, track, and share at least one personal learning goal by May 2020.

Evaluation Data Source(s) 1: Leadership Notebooks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) By September 1st, all students will create their own notebook ensuring that tabs are properly in place, older documents are organized and/or archived, and all personal goals are set.	2.4, 2.5, 2.6	Mrs. Erin Davis	By creating notebooks, students will be able to set and track their own personal learning goals in turn impacting student success.				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1							
2) All students will update personal leadership notebooks regularly.	2.4, 2.5, 2.6	Mrs. Erin Davis	By tracking personal goals and updating other components of personal leadership notebooks, student motivation and success will increase.				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1							
3) All students will participate in at least one student-led conference this year sharing their leadership notebooks including personal goals with an accountability partner or parent.	2.4, 2.5, 2.6	Mrs. Erin Davis	By sharing goals and other notebook components, student motivation will rise thereby impacting student achievement in a positive way.				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment totals have slightly declined over the past couple years. Root Cause 1: As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.

Student Academic Achievement

Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. **Root Cause 2:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause 3:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause 2:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Problem Statement 3: A number of our students accumulate large numbers of first period absences (tardies). **Root Cause 3:** We believe, despite past communication, there is parent confusion about the time class begins vs. the time first period absences are recorded. We know, too, some of our families struggle with traffic as they must visit multiple campuses for drop-offs. Student motivation for early arrival is weak.

Perceptions


Problem Statement 1: We often find community members to be unaware of the opportunities available at Morriss and within the district. This often leads to misconceptions about our school. **Root Cause 1:** We attribute this issue to lack of advertising the opportunities available on our campus and within the district as students move beyond Morriss Elementary.

Goal 3: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: All professional staff will be Level One Google Certified by May 2020.

Evaluation Data Source(s) 1: Staff Attendance Records for Each Session; Google Certification Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide ongoing professional development throughout the school year in the use of the Google platform, best classroom integration techniques, and preparation for the Google certification test.	2.4, 2.5, 2.6	Ms. Haley Brewer and Ms. Hannah Woodard	By training teachers on the use of Google within their classroom, technology integration will increase in turn positively impacting student engagement.				
Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 2 - Perceptions 1							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment totals have slightly declined over the past couple years. Root Cause 1: As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.
Student Academic Achievement
Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. Root Cause 3: We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.
School Processes & Programs
Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. Root Cause 2: We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Perceptions

Problem Statement 1: We often find community members to be unaware of the opportunities available at Morriss and within the district. This often leads to misconceptions about our school. **Root Cause 1:** We attribute this issue to lack of advertising the opportunities available on our campus and within the district as students move beyond Morriss Elementary.

Goal 4: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: 85% of Morriss students will participate in at least one Leader in Me family learning activity by May 2020.

Evaluation Data Source(s) 1: Video Evidence; Participation Totals (Spreadsheet)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Together with the Leadership Action Team, create and implement a plan for family learning centered around students teaching family members about the 7 Habits. Monitor and celebrate the participation throughout the year.	2.5	Mrs. Brandy Debenport	By encouraging family learning around the 7 habits where students are teaching family members, students are empowered to lead and parents' perception of the campus is boosted.				
Problem Statements: Demographics 1 - Perceptions 1							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Enrollment totals have slightly declined over the past couple years. Root Cause 1: As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.
Perceptions
Problem Statement 1: We often find community members to be unaware of the opportunities available at Morriss and within the district. This often leads to misconceptions about our school. Root Cause 1: We attribute this issue to lack of advertising the opportunities available on our campus and within the district as students move beyond Morriss Elementary.

Goal 4: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 2: 85% of Morriss students will participate in at least one student-led conference by May 2020.

Evaluation Data Source(s) 2: Parent/Family Sign-in Sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Set aside and widely advertise two opportunities for student-led conferences where students will showcase their leadership notebooks for guests.	2.4, 2.5	Mrs. Erin Davis	By creating leadership notebooks, setting personal learning goals, and sharing those goals with parents and/or accountability partners, parent involvement will rise along with positive parent perception and student achievement.				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Enrollment totals have slightly declined over the past couple years. Root Cause 1: As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.
Student Academic Achievement
Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. Root Cause 2: Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.
Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. Root Cause 3: We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.
School Processes & Programs
Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. Root Cause 2: We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

School Processes & Programs

Problem Statement 3: A number of our students accumulate large numbers of first period absences (tardies). **Root Cause 3:** We believe, despite past communication, there is parent confusion about the time class begins vs. the time first period absences are recorded. We know, too, some of our families struggle with traffic as they must visit multiple campuses for drop-offs. Student motivation for early arrival is weak.

Perceptions

Problem Statement 1: We often find community members to be unaware of the opportunities available at Morriss and within the district. This often leads to misconceptions about our school. **Root Cause 1:** We attribute this issue to lack of advertising the opportunities available on our campus and within the district as students move beyond Morriss Elementary.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Brandy Debenport	Principal
Classroom Teacher	Lindley Adams	Classroom Teacher
Classroom Teacher	Jon LaRosa	Classroom Teacher
Classroom Teacher	Meredith Gross	Classroom Teacher
Classroom Teacher	Haley Brewer	Classroom Teacher
Non-classroom Professional	Erin Davis	Non-classroom Professional
District-level Professional	Kim Lee	District-level Professional
Parent	Kristi Simpson	Parent
Parent	Tasha Frost	Parent
Parent	Rachel Durham	Parent
Parent	Angie Hopkins	Parent
Community Representative	Mike Morris	Community Representative
Community Representative	Melanie Allen	Community Representative
Business Representative	Kayla Wood	Business Representative
Business Representative	Kelli Ashbrook	Business Representative

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD’s ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jamie Friday	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	George Moore	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Autumn Thomas	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Sherry Young</p>	<p>The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Shawn Davis</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Holly Tucker</p>	