Lake Worth Independent School District

Effie Morris Early Learning Academy

2022-2023 Goals/Performance Objectives/Strategies

A Title I Schoolwide Campus

Board Approval Date: October 17, 2022
Public Presentation Date: October 17, 2022

Mission Statement

LWISD empowers all learners through meaningful connections to discover their future and prepare for success.

Vision

LWISD: The innovative district of choice where all are empowered through personalized learning and leaders are made.

Values

your future. WORTH it

Building positive relationships

Creating a connected community

A culture of service and support

The power of collaboration

Continuous improvement

Student-centered learning

Decision-making supported by data

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Goals

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 1: LWISD will increase the percentage of students who score at the "approaches" level in all grades and all subjects on the STAAR/EOC by 15%.

HB3 Goal

Evaluation Data Sources: CPRs
CLI
Istation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will be provided professional development in Writers' Workshop/Lucy Calkins Units of Study and Oral Language Development. Teachers will be provided materials and training to implement Patterns of Wonder to support writing and writing conventions. Effie Morris will implement, train, and provide resources for instructional programs that improve Tier I student learning, such as math fluency kits, Guided Reading, Interactive Read-aloud, Shared Reading, and Phonics, From Sounds to Spelling, Heggerty, Lucy Calkins Units of Study, Oral Language Assessment, PLC Planning, and Curriculum. **Strategy's Expected Result/Impact:** Improved reading, writing and math scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and external consultant **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will have extended planning once a month with brain cohort. Campus leadership will observe lesson plans and instruction and will provide feedback through Eduphoria. **Strategy's Expected Result/Impact:** Improved quality of instruction. **Staff Responsible for Monitoring:** DCSI will conduct progress check-ins and follow ups				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: PLCs will use the protocol of 5 Steps for Successful Curriculum Implementation to evaluate student performance, lesson planning, data tracking and data conferences for analysis student growth and mastery of learning objectives. **Strategy's Expected Result/Impact:** Improved quality of instruction, interventions, and assessment results **Staff Responsible for Monitoring:** Principals and teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The campus will implement intervention strategies including: a Multi-Tiered System of Support, Support for English Learners, Dyslexia services, and Leveled Literacy Intervention. Grapeseed ESL and Frogstreet PreK Dual language will be implemented to serve Emergent Bilinguals. **Strategy's Expected Result/Impact:** Improvement in scores for TAPR, Fueling Brains, CLI and MAP **Staff Responsible for Monitoring:** Principal; MTSS Specialist MRT EB Lead Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 2: LWISD will increase the number of students who achieve the "meets" level in all grades and all subjects on the STAAR/EOC by 5%.

HB3 Goal

Evaluation Data Sources: DRA results
Guided Progress Monitoring
iStation results
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will be provided professional development in Writers' Workshop/Lucy Calkins Units of Study, Oral Language Development, Math in Practice, and Coppell Math Intervention System. Effie Morris will implement, train, and provide resources for instructional programs that improve Tier I student learning, such as Guided Reading, Interactive Read-aloud, Shared Reading, Heggerty, From Sounds to Spelling , Lucy Calkins Units of Study, Math in Practice and the Coppell Math Intervention. **Strategy's Expected Result/Impact:** Improved reading, math and writing scores **Staff Responsible for Monitoring:** Principals, Instructional Coach, teachers, and external consultants **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus leadership will observe lesson plans and instruction and will provide feedback through email/PLCs. **Strategy's Expected Result/Impact:** Improved quality of instruction. **Staff Responsible for Monitoring:** DCSI will conduct progress check-ins and follow ups				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: PLCs will use protocols for lesson planning, data tracking and data conferences for analysis student growth and mastery of learning objectives. **Strategy's Expected Result/Impact:** Improved quality of instruction, interventions, and assessment results **Staff Responsible for Monitoring:** Principals and teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The campus will implement intervention strategies including: a Multi-Tiered System of Support, Support for Emergent Bilinguals, Dyslexia services, MTSS, SEL, and Leveled Literacy Intervention. **Strategy's Expected Result/Impact:** Improvement in scores for Fueling Brains, CLI, MAP, mCLASS **Staff Responsible for Monitoring:** Principal; MTSS Specialist MRT Emergent Bilingual Lead Teacher **Title I:** 2.4, 2.5, 2.6 - **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** Programs to support At-Risk students on T1 SW campus including MRT, MTSS, EL Lead & Social Worker and Class Size Reduction - 199/State Compensatory Ed-SCE (PIC 24,30,28) - $358,829, Programs to support At-Risk students on T1 SchoolWide campus including T&L Specialist - 211/TI, Improving Basic Programs - $160,949, Programs to support At-Risk students on T1 SW campus including T&L Specialist/Bilingual - 263/Title III, ELA - $34,120				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Many of our students lack appropriate development in their Executive Functioning. **Root Cause**: Effie Morris student enrollment is made up of 90.06% Economically Disadvantaged students.

School Processes & Programs
Problem Statement 2: Historically, students leaving Kindergarten have not been prepared for rigorous content. **Root Cause**: Brain development has not been a focus of early learning in the district until we partnered with Fueling Brains.

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 3: LWISD will increase College and Career Military Readiness targets by 5% through the provision of well-rounded educational opportunities.

Evaluation Data Sources: GT program numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Effie Morris Early Learning Academy will identify gifted learners through the district nomination and assessment process and will implement a Gifted and Talented program to promote college and career readiness. **Strategy's Expected Result/Impact:** Gifted and Talented schedule **Staff Responsible for Monitoring:** District Gifted and Talented Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Effie Morris will participate in College and Career T-Shirt Day the first Wednesday of each month. **Strategy's Expected Result/Impact:** Increased awareness of college and career opportunities among our students. **Staff Responsible for Monitoring:** Principal, assistant principal, teachers, and staff.				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 4: LWISD will engage in proactive behavior systems that decrease the number of students with PEIMS reportable disciplinary incidents by 5%.

Evaluation Data Sources: PEIMS 425 Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: LWISD will implement PBIS on-going training and support to empower stakeholders in the utilization of a positive approach to help staff meet the educational, social and emotional needs of all students. **Strategy's Expected Result/Impact:** Relationship Agreements posted; PBIS Expectations clearly communicated and posted; PEIMS 425 data **Staff Responsible for Monitoring:** Principals Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Counselor and Family Liaison will implement social emotional learning strategies such as the use of social stories and classroom guidance lessons. **Strategy's Expected Result/Impact:** Counselor and social will conduct small group sessions with students. Counselor will conduct guidance in all classrooms. **Staff Responsible for Monitoring:** Family Liaison and Counselor **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Effie Morris will implement Fueling Brains Inhibitory Control lessons within the classroom during regular instructional time as well as during Intervention Period. **Strategy's Expected Result/Impact:** Improve the Executive Function for students struggling in the area of Inhibitory Control. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coach and Principals **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Effie administration and teachers will collaborate with District Behavior Coaches and Fueling Brains Behavior Interventionist to decrease discipline incidents for special populations. **Strategy's Expected Result/Impact:** Reduction in discipline referrals for special populations. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 5: LWISD will increase student attendance to 96%.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Effie Morris Early Learning Academy will track ADA and utilize morning announcements to make staff, students, and families aware of daily attendance rate. **Strategy's Expected Result/Impact:** Increase awareness for attendance rate trends. **Staff Responsible for Monitoring:** Attendance Clerk & Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Effie Morris Early Learning Academy will implement an incentive system for students and whole classrooms. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** Attendance Clerk, Assistant Principal & Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 6: LWISD will receive an overall B, as measured by the State A-F Accountability Ratings System.

Evaluation Data Sources: TEA Texas Academic Performance Report (TAPR)
District Checkpoints
District MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Effie Morris Early Learning Academy will continue to implement new instructional programs for the 22-23 school year to improve reading acquisition to include Heggerty & From Sounds to Spelling **Strategy's Expected Result/Impact:** Improved phonological awareness in our early learners **Staff Responsible for Monitoring:** Principal, Assistant Principal & Instructional Specialists **TEA Priorities:** Build a foundation of reading and math -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 7: LWISD will increase the TELPAS rate under Domain 3, Closing the Achievement Gap, from 30% to 36% in order to meet the rate set by the State of Texas.

Evaluation Data Sources: EL Performance Data Charts (shared w/campus principals every grading period)
Summit K-12 TELPAS student progress monitoring reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The EB Lead Teacher at Effie Morris Early Learning Academy will continue to implement Grapeseed as a new instructional resource for EBs. **Strategy's Expected Result/Impact:** Oral language acquisition in Emergent Bilinguals will improve. **Staff Responsible for Monitoring:** Campus Emergent Bilingual Lead Teacher **TEA Priorities:** Build a foundation of reading and math -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: LWISD builds COMMUNITY CULTURES AND PARTNERSHIPS by working collaboratively with students, families and community to magnify engagement and communication.

Performance Objective 1: LWISD will provide opportunities to build strong relationships with students, parents, family and community with an overall satisfaction rating of 80% on surveys related to engagement and communication.

Evaluation Data Sources: Sign-in Sheets; Advertisements; Survey Results; STAAR/TELPAS/EOC results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Effie Morris will implement an engagement plan and wellness policy to increase the number of student, staff, and community involvement activities throughout the year. Monthly newsletters and calendar of events will be sent home, as well as campus-wide parent call-outs, to increase parental/family involvement. Use of social media, such as Twitter and Facebook, will also be used to inform parents and community. **Strategy's Expected Result/Impact:** Increased participation in Parent, Family & Community Engagement activities **Staff Responsible for Monitoring:** Principals, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Effie Morris will implement an affirmation and recognition plan that includes Teacher of the Month and Year, and Paraprofessional of the Month and Year. **Strategy's Expected Result/Impact:** Improved relationships between students, parents, faculty, staff, and community members. **Staff Responsible for Monitoring:** Principal, assistant principal, faculty, and staff. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Effie Morris will implement campus-wide activities in which our community can participate, such as: Meet the Teacher, Title I Meeting, Trunk or Treat & Fall Book Fair, Parent Conferences, Campus Improvement Team meetings, Literacy Night, Museum Night, Fueling Brains Parent Orientations & Parent Universities, Field Day, Kindergarten Graduation, etc. **Strategy's Expected Result/Impact:** Improved family and community engagement in school activities. **Staff Responsible for Monitoring:** Faculty and staff. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Family Engagement Activities - 211/TI, Improving Basic Programs - $1,250, Family Night at the Museum - 211/TI, Improving Basic Programs - $750				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Effie Morris will monitor web page and send campus updates to District Webmaster to keep web page up-to-date. Effie Morris will also keep all social media sites (Twitter and Facebook) updated with campus activities, information, and upcoming events. **Strategy's Expected Result/Impact:** Campus website updated regularly and improve community and family awareness of events and activities. **Staff Responsible for Monitoring:** Principal, secretary, and teachers. **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus needs more parent involvement and participation in family engagement events. **Root Cause**: The pandemic has prevented active parent participation on campuse.

Goal 3: LWISD equips ENGAGED AND COMMITTED PERSONNEL with research-based professional learning focused on academic growth and student achievement via INNOVATIVE LEARNING ENVIRONMENTS.

Performance Objective 1: LWISD will provide ongoing professional development. 100% of teachers will participate in professional development, which will be monitored by campus principals.

Evaluation Data Sources: Eduphoria

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Effie Morris will provide appropriate professional development for Guided Reading, Lucy Calkins Units of Study, Oral Language Development, and ESL/Bilingual programs. **Strategy's Expected Result/Impact:** Improved efficacy of teachers providing instruction. **Staff Responsible for Monitoring:** Principal, assistant principal, and teachers. **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Effie Morris teachers will improve instructional practices with the use of four-part objectives, the lesson cycle, the implementation of best practices, and they will receive on-campus teacher support from Teaching & Learning Department. **Strategy's Expected Result/Impact:** Improved student learning and improved student academic and behavioral performance. STAAR/EOC results. **Staff Responsible for Monitoring:** Principal and assistant principal T&L Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Effie Morris Early Learning Academy staff will receive yearlong professional development and coaching on Left Brain/Right Brain teaching strategies and Brain Development activities. **Strategy's Expected Result/Impact:** Teacher self-efficacy regarding Left Brain/Right Brain teaching will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: LWISD maintains RESPONSIBLE STEWARDSHIP and administers a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.

Performance Objective 1: LWISD district and campus staff will work to build positive relationships with its stakeholders in an environment that is safe and student focused by increasing the retention rate by 5%.

Evaluation Data Sources: Customer Satisfaction Survey and other measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Effie Morris Early Learning Academy will provide all new teaches with an assigned mentor (campus instructional coach). New teachers will meet with coaches to receive support from the teaching and learning team as well as designated campus Team Leads throughout the school year. **Strategy's Expected Result/Impact:** Smooth transition to working at Effie Morris for new-to-the-profession and new-to-the-district teachers. Improved retention rates. **Staff Responsible for Monitoring:** Principal and assistant principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - Perceptions 2 **Funding Sources:** Stipend for Mentors - 255/TII, Supporting Effective Instruction - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Teachers (especially new to the profession) are lacking necessary training and support to be as effective as possible in the classroom. **Root Cause**: LWISD teacher turnover rates are historically high.
Perceptions
Problem Statement 2: 55% of staff believe that they need additional growth and development. **Root Cause**: The pandemic has slowed effective professional development opportunities.

Goal 4: LWISD maintains RESPONSIBLE STEWARDSHIP and administers a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.

Performance Objective 2: 100% of LWISD principals will participate in leadership training.

Evaluation Data Sources: Monthly principal meetings
T-PESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Principals will participate in monthly principals meetings **Strategy's Expected Result/Impact:** Campus principals, assistant principals, department heads, and other appropriate leaders will participate in leadership training to address climate, culture, and monitoring of best hiring practices. Leadership agendas T-PESS evaluations **Staff Responsible for Monitoring:** Asst. Superintendent of Teaching and Learning **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue