

Texarkana Independent School District
Morriss Mathematics & Engineering Elementary
2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Martha and Josh Morriss Mathematics and Engineering Elementary School is a magnet school in Texarkana Independent School District in Texarkana, Texas that began operation in 2007. Morriss serves students in grades Kindergarten through Fifth and offers a comprehensive STEM curriculum, including daily engineering classes and accelerated mathematics program, for every student. Due to Morriss's magnet school status, enrollment is open to residents of Texarkana and the surrounding area.

Morriss Elementary holds a few academic accolades. According to US News and World Report, Morriss Elementary was named the number 3 public elementary school in the state of Texas. Morriss Elementary is a Leader in Me Lighthouse Honor Roll School.

During the 2024-25 school year, Morriss Elementary student could participate in clubs, VEX Robotics, eSports, the Daughters of the American Revolution History Competition, The Student Spaceflight Experiments Program (SSEP), school musical, Leader in Me mentoring, Leader in Me Student Lighthouse Team, and can be members of the Morriss Leaders Schoolwide job program.

In the 2024-25 school year, Morriss Elementary saw an increase in total reported behavior incidents in comparison to the previous school year with the highest number of incidents occurring in the third six weeks grading period. Morriss Elementary implemented a new campus management plan with specific behavior protocol and consequences for tier 1-3 behavior. Additionally, a system for documenting behavior was implemented and all staff were trained on how to enter disciplinary concerns. White and economically disadvantaged students accounted for the majority of behavior referrals reported with the highest incident being "scuffling." The most commonly used consequence for a discipline infraction was in school suspension.

During the 2024-2025 school year, Morriss served 339 students. Of the 339 students, 59.56% are White, 18% are African American, 7.4% are Two or More Races, 5.9% are Asian, 7.4% are Hispanic or Latino, less than 1.18% are American Indian or Alaska Native, and less than .59% are Native Hawaiian or Other Pacific Islander. Additionally, 33.04% of the students at Morriss are economically disadvantaged, 2.95% are in Special Education, .88% are LEP. The White population at Morriss decreased from the 2022-23 school year, while the African American population rose.

The campus attendance rate for the 2024-25 school year was 96.77%, a decrease from the previous academic year and one of the highest attendance rates in the district.

Morriss Elementary employed 18 classroom teachers and three activity teachers in the 2024-25 school year. There are two administrators, principal and assistant principal, 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.

Morriss places an emphasis on hiring high-quality educators. In addition to basic certification requirements, the majority of the staff hold a master's degree. For the 2024-25 school year, 10% of the staff are entering their first year of teaching, 19% of the staff have 1-2 years of experience, 14% of the staff have 3-5 years of experience, 14% of the staff have 6-10 years of experience, and 43% of the staff have more than 10 years of teaching experience.

The average class size at Morriss Elementary in the 2024-25 school year was roughly 19:1. The population of the teaching staff does not align with the demographics of the student population. 5% of the teaching staff is male and a majority of teaching staff is White. The retention rate for the 2024-2025 school year was 62%. In addition to losing teaching staff, our campus has lost the testing assistant and that role has been eliminated.

Demographics Strengths

Demographic strengths to note:

1. The campus' strong background of academic achievement, national notoriety for the rigorous STEM curriculum, and award-winning leadership development program brings many families

from all around the Texarkana area to the campus for enrollment.

2. The campus consistently holds the highest attendance rate in the district.

3. Teachers at Morriss Elementary are highly-qualified and many hold advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The diversity of the staff does not meet the diversity of the students.

Root Cause: Demographically, more females apply for positions at Morriss Elementary than males.

Student Learning

Student Learning Summary

Consistently, Morriss Elementary students perform at some of the highest levels in the state of Texas.

2025 STAAR results:

- 100% Approaches, 93% Meets, 65% Masters overall.
- Reading/Language Arts: 100% Approaches, 91% Meets, 63% Masters.
- Math: 100% Approaches, 95% Meets, 67% Masters.
- Science: 100% Approaches, 92% Meets, 65% Masters.

Subgroup data: African American Meets = 82%, White = 94%, Hispanic = 100%, Economically Disadvantaged = 90%. Masters rates show gaps, particularly African American (43%) vs. White (64%) and Hispanic (87%).

K–2 accelerated math results show strong readiness with most students at Meets or Masters. Formative assessment alignment with summative STAAR remains an area of focus.

For the combined data of grades 3-5 in reading and math, our two lowest performing subgroups were African American with 89% of students meeting grade level and White with 93% of students meeting grade level.

Preliminary accountability ratings for 24-25 indicate an increase in academic growth. The campus goal for the 2024-25 school year was that 75% of students would master 80% or more of the attempted skills in IXL. While this goal was not met, many students exhibited growth of a grade level or more on IXL in math, reading, and science.

Educational staff at Morriss Elementary continued the implementation of common formative assessments and data tracking protocols. Formative and summative assessments show progressive growth. This protocol also impacted planning and pedagogy by targeting specific skills for tier one and two intervention.

On the end of the year TPRI assessment 3% of students in first grade were flagged possibly needing intervention and 97% were determined to be on grade level in reading. 4% of students in second grade were flagged as possibly needing intervention and 96% were determined to be on grade level in reading. On the end of the year accelerated math assessment, kindergarten data shows 100% of students at approaches, 100% at meets, and 95% at masters in first grade math standards; first grade shows 59% at approaches, 53% at meets, and 32% at masters on second grade math standards; second grade shows 100% approaches, 98% meets and 75% masters on third grade math standards.

Morriss Elementary uses small group intervention for all content areas in grades k-5. Other programs offered at Morriss Elementary for struggling students include dyslexia services, speech therapy services, and ELL services.

Teacher observation data shows that the three greatest areas of strength on the TTESS rubric are dimensions 2.5 monitor and adjust, 3.1 classroom environment, routines, and procedures, 1.3 knowledge of students, and 3.3 classroom culture with no teacher scoring below proficient in these areas. These specific areas of strength allow our teachers to align state standards with student interest and learning styles thus providing differentiated opportunities for learning which have led to student success.

Student Learning Strengths

Student learning strengths are identified as:

1. The campus continued to out-perform the state and district averages at all levels of performance in all tested areas.
2. 100% of students in grades 3-5 took the STAAR test and all students scored approaches or higher.

3. Students in grades k-2 performed at high levels on the accelerated end of the year math assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Formative assessment data and district assessment data are not aligned in all grade levels.

Root Cause: Staff are continuing their training and implementation of formative assessment development, administration, data collection, and data analysis through Solution Tree.

School Processes & Programs

School Processes & Programs Summary

Years of experience in a content area are aligned with teaching assignments in that content area in grades 3-5. Additionally, students identified as ELL are placed into classrooms with teachers certified in ESL. Administration communicates openly with teaching staff at the conclusion of each year to identify areas of interest and strength when considering placements for the upcoming year.

Morriss staff have the opportunity to lead professional development for their peers at various times throughout the year at the campus and district level. At Morriss, teachers have opportunities to lead their peers throughout the year, including our beginning and middle of the year professional development conference as well as throughout the year in staff and team meetings. All staff at Morriss participate in Cooperative Learning, Solution Tree, and Leader in Me training.

New teachers at Morriss Elementary are provided with new teacher training at the district level before the start of the year and are provided with a campus mentor. The campus mentoring program has 6 formal meetings throughout the school year. Struggling teachers are coached by campus leadership up to once a week, based on need. Additionally, all teachers participate in grade level and vertical collaborative teams that offer support throughout the year.

Various data sets are used to determine areas of need, including assessment, attendance, behavior, and observational data. Morriss Elementary has standards that all students and families agree to upon enrollment at our school. The standards have clear outlines of expectations and protocol for intervention and support. Additionally, all staff are participating in Solution Tree training that helps establish systems to analyze academic and behavioral data to provide targeted support and interventions.

Morriss Elementary boasts a very active and successful Volunteers in Public Schools (VIPS) program. This program is run by parents in our school community and the parents actively participate and facilitate fundraising activities, along with volunteering with our school when needed. In addition to this, stakeholders are invited to participate in our CQIC meetings throughout the year that help identify areas for school improvement.

Morriss Elementary provides students with one hour of engineering curriculum each day that integrates science TEKS and CTE content. Students have opportunities throughout the year to learn from guest speakers and attend field trips in the CTE realm. Students will also be using IXL in the 2025-26 school year as part of the blended learning initiative.

Morriss Elementary is a Leader in Me Lighthouse Honor Roll School and all students at Morriss are engaged in the Leader in Me curriculum each day. This curriculum, along with lessons from the guidance counselor, help grow our students socially and emotionally. This helps foster positive behavior and classroom management to help reduce discipline referrals.

The mission of Morriss Elementary is to provide a high achieving STEM education that promotes growth, critical thinking and leadership for all Morriss Students. The programs that are offered at Morriss Elementary that align with our mission are accelerated math, engineering, and Leader in Me.

School Processes & Programs Strengths

The following strengths have been identified:

1. Morriss Elementary has a large and active Volunteers in Public Schools organization that helps support the learning of our students.
2. Morriss Elementary offers many programs to our students to help them be successful academically as well as socially and emotionally including accelerated math, engineering, and Leader in Me.
3. New and struggling staff are supported with a mentor/mentee or coaching program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While Morriss has many systems in place, some are being revised or need to be implemented.

Root Cause: Areas for improvement in schoolwide systems are not evident until thoroughly implemented, making for a systematic cycle of improvements.

Perceptions

Perceptions Summary

Leader in Me MRA data (2025): overall score 82 (Leadership 82, Culture 83, Academics 81). Strengths: Safe, supportive environment; strong parent engagement; recognition as #3 public elementary school in Texas by US News; Lighthouse Honor Roll. Need: Increased focus on student goal-setting and aligning academic initiatives with holistic staff/student growth.

In 2025-26 Morriss will begin building a family and community action team with a collaborative effort of one staff leader and one family leader. This program will allow us to grow as a Leader In Me community by building common language at school and at home. This process is in development with the goal of increasingly family and community engagement.

Morriss Elementary has seen increase in the MRA survey scores with one indication of a decrease this past year in the area of academics. Additionally, the data has allowed Morriss to identify four areas of focus for the upcoming year that include self-advocacy, school and family partnership, staff voice, and student goals.

Volunteers are readily available to assist students and staff in classrooms, the workroom, and during student activities through our Volunteers in Public Schools (VIPS) program. In addition to service hours, VIPS organizes our Tiger Tracks fundraiser. Funds collected from generous donations of sponsors and parents allow our students to take field trips, including attending Space Camp for our 5th graders, support our staff through the teacher grant program, and provide opportunities for our school to stay on the cutting edge.

Unique to our campus is the opportunity for guest speakers in various fields of engineering to come to our campus and provide learning opportunities for our students. Additionally, students attend field trips to learn about different types of engineering in the real world. This allows for our school to engage with community members that may not otherwise be related to our campus while also providing real-world learning opportunities for our students.

We provide many opportunities to include our families throughout the year, beginning with our Kindergarten and 1-5 orientations. In the winter we host Starry Nights and Holiday Lights, an event that takes place in the evening for all of our students and their families to attend. We hold holiday lunches and invite our parents to join their students, family bookfair night, and family game night. Throughout the year we also extend an invitation for parents to attend classroom celebrations. We have a high turnout rate at these events indicating that our parents and community stakeholders feel welcomed into the school.

Morriss Elementary communicates with our stakeholders in a variety of ways including email and phone blasts, fliers, newsletters, and thorough our social media page. Morriss Elementary also offers translation services through our ELL teacher.

Perceptions Strengths

Strengths:

1. An overall score of 82 on our MRA survey.
2. According to US News and World Report, Morriss Elementary was named the number 3 public elementary school in the state of Texas.
3. Leader in Me Lighthouse Honor Roll School.
4. Recognized as a 2023 Honor Roll School by the Educational Results Partnership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our MRA data indicates a decreased score in the academics category, specifically focusing on student goals

Root Cause: We focused heavily on student initiatives in the 2024-25 school year which took our focus away from holistic programs to promote staff, student, and community growth.

Priority Problem Statements

Problem Statement 1: Our MRA data indicates a decreased score in the academics category, specifically focusing on student goals

Root Cause 1: We focused heavily on student initiatives in the 2024-25 school year which took our focus away from holistic programs to promote staff, student, and community growth.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: While Morriss has many systems in place, some are being revised or need to be implemented.

Root Cause 2: Areas for improvement in schoolwide systems are not evident until thoroughly implemented, making for a systematic cycle of improvements.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The diversity of the staff does not meet the diversity of the students.

Root Cause 3: Demographically, more females apply for positions at Morriss Elementary than males.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Formative assessment data and district assessment data are not aligned in all grade levels.

Root Cause 4: Staff are continuing their training and implementation of formative assessment development, administration, data collection, and data analysis through Solution Tree.

Problem Statement 4 Areas: Student Learning

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 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- 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
- Section 504 data

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.


Performance Objective 1: Regarding STAAR testing, 100% of Morriss students will reach the achievement level "Approaching," 98% of Morriss students will reach the achievement level "Meets," and 75% of Morriss students will reach the achievement level "Masters" by June 2026.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: All Morriss teachers will engage collaboratively in the work of a PLC through weekly meetings with their collaborative team and 6 times per year with our Solution Tree Coach.</p> <p>Strategy's Expected Result/Impact: By analyzing assessment data at regularly scheduled intervals, staff will be able to intervene with students who are struggling to meet assessment goals in a timely fashion as well as strategies for extending learning and helping all students reach higher levels of academic growth.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in grades K-5 will complete short constructed responses in science 3 times per week.</p> <p>Strategy's Expected Result/Impact: Increase student performance in science on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in Eduphoria Data Analysis and Assessment Creation professional development.</p> <p>Strategy's Expected Result/Impact: Build capacity in teacher understanding of data analysis and how to construct CFAs.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: By June 2026, 80% of students will grow 100 points (one grade level) in IXL for grades K-5 reading and math, and grade 3-5 science.





Evaluation Data Sources: IXL Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students in Kindergarten will reach Proficient (80%) in 1 skill per week and students in grades 1-5 will reach Proficient (80%) on two skills per week in reading and math, and grade 3-5 science skills practiced in IXL per week.</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading, math, and science on the state assessment by decreasing student gaps and building grade level and above skills.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 3: By June of 2026, students will spend the following amount of time in hands-on experiences in science: 80% for grades kindergarten and first, 60% for grades second and third, and 50% for grades fourth and fifth.





Evaluation Data Sources: Lesson plans and unit planners, usage of science kits

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the McGraw Hill curriculum and the new science kits for hands-on experiences each unit. Strategy's Expected Result/Impact: Increase student performance in science on the state assessment by decreasing student gaps and building grade level and above skills. Staff Responsible for Monitoring: Academic Action Team Lead</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3-5 Science teachers will meet 1 time each week in vertical collaborative team meetings. Strategy's Expected Result/Impact: Content alignment across grade levels. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 4: By June 2026, the percentage of 3-5 students scoring a zero on ECRs will decrease by 50%.





Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for 2-5 grade ELAR and Science teachers on writing strategies and the TEA rubric for scoring ECRs and SCRs.</p> <p>Strategy's Expected Result/Impact: Increase the number of students earning points for the ECR and SCR on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.





Performance Objective 1: By May 2026, increased student engagement will decrease discipline referrals by 7%.

Evaluation Data Sources: Discipline reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: By September 2025, we will update the behavior matrix to establish consistency in expectations of behavior throughout the campus (transitions, hallways, bathrooms, classrooms, cafeteria, playground, etc.) In addition, Tier Interventions will be established and outlined for staff.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior referrals. Promotes positive school culture. Students and staff have a clear understanding of the expectations identified within the behavior matrix.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All new teachers will receive Kagan coaching 1 time per month from a trained staff members.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of Kagan cooperative learning structures and increased classroom engagement.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.





Performance Objective 2: Morriss will continue to participate in Leader In Me and will deliver direct LIM lessons to students in grades K-5.

Strategy 1 Details	Reviews			
<p>Strategy 1: By September 2026, Morriss will restructure the Student Lighthouse team in order to be more inclusive and provide more leadership opportunities for students. Strategy's Expected Result/Impact: Greater number of students on the Student Lighthouse Team Staff Responsible for Monitoring: Campus Lighthouse Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2026, Lighthouse Celebrations will be hosted 4 times during the year to celebrate student and staff growth and success. Strategy's Expected Result/Impact: Celebration of students and staff exhibiting the 7 Habits. Staff Responsible for Monitoring: Campus Lighthouse Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By May 2026, a process will be in place to award and recognize students for All-As, As & Bs, positive office referrals, perfect attendance, and the habit of the month. The awards will be included in the victories section of the LIM binders. Strategy's Expected Result/Impact: Students are motivated to achieve and share their successes with accountability partners. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 1: Increase the support for social-emotional learning for all Morriss Students through Leader In Me modules, weekly one-on-one conferencing, targeted group lessons, and routine guidance lessons in classrooms each six weeks of the 2025-2026 school year.





Evaluation Data Sources: Counselor schedule, LIM Module tracker, MRA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule time during the school day that the counselor is available for guidance lessons, one-on-one counseling, and SEL support.</p> <p>Strategy's Expected Result/Impact: Counselor will be more readily available to support staff and students, thus benefiting the students social emotional well-being.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 2: By June 2026, increase the teacher retention rate to 88%.





Evaluation Data Sources: Retention data, evaluation data, survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a campus-level mentor for all new teachers to Morriss Elementary to provide guidance and support for classroom organization and instructional planning.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness, student performance, and teacher retention.</p> <p>Staff Responsible for Monitoring: Culture Action Team Lead</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campus New Tiger training once a month to all new staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness, student performance, and teacher retention.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 1: Morriss students will engage in authentic learning in the form of community speakers, off-campus field trips, and campus events during the 2025-2026 school year.

Evaluation Data Sources: Schedule of speakers, field trips, family nights

Strategy 1 Details	Reviews			
<p>Strategy 1: A portion of weekly PLC time is designated for Engineering. Based on the matrix and unit(s), the teams will brainstorm and plan for speakers and/or field trips.</p> <p>Strategy's Expected Result/Impact: Students will experience engineering in real-world dynamics</p> <p>Staff Responsible for Monitoring: Culture Action Team Lead</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will host 4 or more community/family events for students and families to participate in.</p> <p>Strategy's Expected Result/Impact: Increase school belonging</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will make at least 1 social media post per week showcasing student engagement in the classroom.</p> <p>Strategy's Expected Result/Impact: More traction on the Morriss FB page and generating positive views of the campus.</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

2025-2026 Campus Quality Improvement Committee

Committee Role	Name	Position
District Representative	Elodia Witterstaetter	District Representative
Business Representative	Kristina Evans	Business Representative
Business Representative	Darlene Taylor	Business Representative
Community Member	Jordan Gullory	Community Member
Community Member	Khandraya Hughes	Community Member
Parent	Margie Golston	Parent
Parent	Rachel Durham	Parent
Parent	Kayla Brint	Parent
Non-Teaching Professional	Kelly Day	Counselor
Classroom Teacher	Tara Morriss	Classroom Teacher
Classroom Teacher	Lauren Nolen	Classroom Teacher
Classroom Teacher	Natalie Metcalf	Classroom Teacher
Classroom Teacher	Courtney Harris	Classroom Teacher
Classroom Teacher	Meredith Gross	Classroom Teacher
Classroom Teacher	Rebecca Duke	Classroom Teacher
Classroom Teacher	Mindy Spigner	Classroom Teacher
Administrator	Samantha Evans	Assistant Principal
Administrator	Patti O'Bannon	Principal

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)	Jamie Renner Sherry Nelson	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)	Elodia Witterstaetter	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)	Julius Anderson Lakesha Taylor	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)	Christy Tidwell	The school will follow Board Policies: BQ, BQA, and BQB.
5. Dropout Prevention	TEC 11.252	Ben Renner	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)	Mindy Gennings	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)	Elodia Witterstaetter Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 		Jami Renner Sherry Nelson	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)	Ben Renner	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<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	Kay Stickels	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)	Jami Renner Sherry Nelson	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 ○ Suicide prevention and suicide prevention parent/guardian notification procedures 	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)	Jami Renner Sherry Nelson	The school will follow Board Policy FFB and FNF.

<ul style="list-style-type: none"> • 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 	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	Jami Renner Sherry Nelson	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<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 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Mindy Gennings	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001	Christy Tidwell	
<p>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</p> <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	Education code 38.0041	Jami Renner Sherry Nelson	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)

17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Ben Renner	Board Policy BQ (LEGAL), EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk; • An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and • Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students. 	Education Code 33.005	Jami Renner Sherry Nelson	Board Policy BQ (H), FFEA(H)