

Grand Prairie Independent School District



Delmas F. Morton Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to provide a safe, nurturing and engaging early learning environment that effectively supports the diverse needs of children and families in our community and creates a foundation for children to become lifelong learners and critically thinking citizens.

Vision

Our vision is a community where all children feel loved, respected, and encouraged to achieve their fullest potential.

Value Statement

Morton Bears believe in the success of all stakeholders. Our goal is to see all stakeholders: teachers, staff, students and parents grow in knowledge and skills which will impact student achievement.

Our Core Values:

We will foster a SAFE environment that makes a positive impact on every students' life.

We will demonstrate respect to our Morton Community by taking pride, care, and love in every action that we take together, regardless of differences.

We will collaborate using our individual strengths to compliment each other in order to maximize student achievement.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Data Documentation for CNA	19
Improvement Planning Data	20
Accountability Data	20
Student Data: Assessments	20
Student Data: Student Groups	20
Student Data: Behavior and Other Indicators	21
Employee Data	21
Parent/Community Data	21
Support Systems and Other Data	22
Priority Focus Areas	23
Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex...	24
Priority Focus Area Tables	45
Targeted Support Strategies	46
Policies, Procedures, and Requirements	48



Comprehensive Needs Assessment

Demographics

Summary

Delmas F. Morton Elementary is a Title 1 School wide program campus who serves pre-kindergarten through 5th grade.

This year, enrollment declined from 577 students to 539 students.

91.46% Economically Disadvantaged

47.5% English Language Learners

80 % At-Risk

11.5% Special Education

Morton Elementary has a mobility rate of 20%.

Ethnic distribution:

83.2% Hispanic

8.2% African American

.2% Asian

6% White

.2% American Indian

1.9% reporting two or more races

The attendance rate for the 2024-2025 school year was 93.21%. For the 2025-2026 school year, Morton School staff consists of 36 instructional teachers, 17 instructional paraprofessionals, 2 Special Education Inclusion Teachers, 3 SPED assessment professionals, 2 Instructional Coaches, 1 itinerant Instructional Media Specialist, 1 itinerant Instructional Media Assistant, 1 nurse and a nurse aide, 1 itinerant GT Specialist, 1 counselor, 1 assistant principal, 1 assistant principal intern, and 1 principal. Teachers by ethnicity according to the most recent 2023-2024 TAPR report: 49.7% Hispanic, 12% African American, and 32% White.

Teachers by years of experience: Beginning Teachers 14.7%, 1-5 years 18.7%; 6-10 years 28.2%; 11-20 years 34.4% and over 20 years 4%.

Delmas F. Morton receives State Compensatory Education (SCE) funds. The purpose of the SCE program is to increase the academic achievement and reduce the dropout rate of these students. SCE funds must be used for direct services to students to improve instruction, reduce the dropout rate, and increase academic performance for at risk and economically disadvantaged students.

Strengths

Some of the campus' strengths include:

- BIL Program to serve our increasing Emergent Bilingual population 47.5%
- School of Choice
- All Campus communication provided in English and Spanish
- Academic interventions are provided to all students who are At-Risk
- Special Programs offered such as Special Education, 504, and GT
- Support programs in place to address the needs of our at-risk populations: Kindness Crew, Hand Prints on Hearts, Behavior

Rtl and Academic Rtl

- Campus offers Early Childhood Education programs with free and tuition based full-day Pre-K 3 and Pre-K 4
- New teachers are assigned a Mentor
- PBIS/PAWS and 3 Cs to build a promote a positive school culture
- Attendance Plan to increase student attendance and decrease tardies.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ The at-risk population is 80% for Morton Elementary.	A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.
2 ★ Historically, African American and White student groups at Morton Elementary have not met performance targets in at least three Closing the Gaps (Domain 3) indicators on the STAAR Accountability System for the past three consecutive years, resulting in the campus being identified for Targeted Support and Improvement.	Rtl and intervention practices have not been fully aligned or monitored for fidelity, resulting in uneven support for students who need intensive assistance.

★ = Priority

Student Learning

Summary

2024-2025 State Accountability Rating: C

2023-2024 State Accountability Rating: D

2022-2023 State Accountability Rating: C

2021-2022 State Accountability Rating: D

State Accountability for 2024-2025- Overall Letter Grade "C". Overall all score 78%

All Subjects- Approaches 59%, Meets 32%, Masters 13%

Reading- Approaches 58%, Meets 35%, Masters 16%

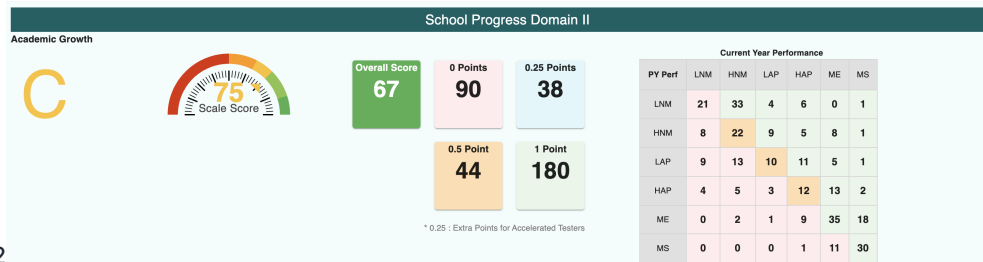
Math- Approaches 62%, Meets 36%, Masters 13%

Science- Approaches 56%, Meets 14%, Masters 7%

Domain 3- Closing the Gaps, Identification of School Improvement

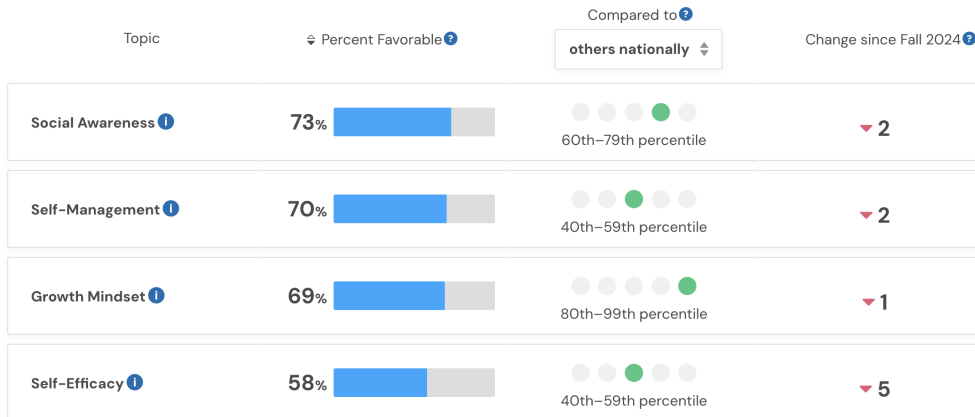
This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	3	1	2	-	-	-	-	2	0	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	1	3	0	-	-	-	-	3	3	3	-	1
2024	0	0	0	-	-	-	-	0	0	0	-	0
2025	0	0	1	-	-	-	-	0	1	0	-	2
Academic Achievement Status: Mathematics												
2023	1	3	0	-	-	-	-	1	3	3	-	0
2024	1	0	0	-	-	-	-	0	3	0	-	0
2025	0	0	2	-	-	-	-	0	0	0	-	1
Academic Growth Status: RLA												
2023	0	2	0	-	-	-	-	3	3	0	-	2
2024	0	3	-	-	-	-	-	3	3	0	-	0
2025	2	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2023	0	3	2	-	-	-	-	3	3	3	-	3
2024	0	0	-	-	-	-	-	0	3	3	-	0
2025	3	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	1	1	0	-	-	-	-	0	3	3	-	0
2024	0	0	0	-	-	-	-	0	3	0	0	0
2025	0	0	1	-	-	-	-	1	3	0	2	1
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									3			
2024									4			
2025									0			



Domain 2

Panorama Survey Results 2024-2025



Strengths

Delmas F. Morton's campus master schedule includes intervention/enrichment blocks to support individual student needs. Campus RtI Core Team monitors the progress of all students and consults with specialists such as Reading Interventionist, Speech Pathologist, Diagnostician, Dyslexia Teacher, and LSSP to gather ideas and interventions to better help individual students. All students have a data tracking folder where they track their own data and set goals for assessments. Emergent Bilingual students are also out-performing other sub-populations in multiple assessments. Teachers have received staff development in lesson plan design utilizing TEKS and Prekindergarten Guidelines in order to effectively plan their instruction and assessments. Lesson internalization is used during PLC to ensure lessons are aligned to SEs.

We continue to use various data collection tools to help support and track student growth and specific areas of need:

- NWEA MAP
- CLI
- iReady
- District Assessments
- Magma Math
- Panorama Data
- TELPAS & STAAR
- Teacher observation, quick checks and exit tickets using TEKSBank
- Progress Monitoring Tools
- Student Data Tracking, Conferences and Goal Setting Tools
- RTI & Referral Process for specialized Service Support (Special Education/Dyslexia, 504, GT, EB

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.	Inconsistent implementation of high-quality, standards-based Tier I instruction and limited differentiation have contributed to unequal learning outcomes among student groups. Teachers need ongoing support and professional learning focused on Tier I instructional strategies, small-group instruction, and progress monitoring to ensure all students have access to high-quality learning experiences.
2★	A significant number of 4th and 5th grade students (approximately 90) demonstrated regression in performance on STAAR reading and math assessments, indicating gaps in mastery of grade-level standards and a need for targeted academic support and intervention.	Students continue to demonstrate unfinished learning from prior grade levels, and instruction has not consistently bridged foundational skill gaps, particularly in reading comprehension and problem solving. Gaps in the fidelity, frequency, or effectiveness of intervention and progress monitoring systems have reduced the impact of supports designed to accelerate learning.
3★	There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.	Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

★ = Priority

School Processes & Programs

Summary

Delmas Morton Elementary is a **Traditional School of Choice** within Grand Prairie ISD, offering families the opportunity to enroll through the **GPISD transfer process**. This makes Morton a unique and inclusive learning environment that welcomes students from across the community.

Our campus places a strong emphasis on **family and community engagement**. A **full-time Family Engagement Liaison** coordinates workshops such as **PACT** and activities designed to strengthen partnerships between home and school. Additionally, **business and community partners** actively support campus morale through thoughtful gestures such as notes of appreciation and small tokens of encouragement for staff.

At Morton, **administrators, teachers, and staff** work collaboratively to create a learning environment focused on **student achievement and personal growth**. We utilize the **3 C's** and **PAWS framework** to promote positive behaviors, mutual respect, and academic success. **Programs** are available to support learners: Special Education, GT, Bilingual, RTI and 504.

Teachers utilize the following programs to help drive instructional decisions for student achievement as well as improve the student's ability to use technology in the world: STEMscopes, iReady, Magma Math, Learning A-Z, and MAP. Teachers are highly encouraged to attend district training over the summer and throughout the school year to help them develop instructionally, which will ensure success in the classroom. During weekly PLC's, effective lesson planning and instructional strategies are discussed. Administrators, RtI Core Team, and grade level teachers review student data and develop action plans to ensure student success. **Professional Learning Communities (PLCs)** and faculty meetings are dedicated to data-driven discussions centered on student progress and instructional improvement. We believe that **effective teaching and strong adult role models** empower every child to reach their full potential. Wednesday staff meetings are held on Wednesday after school to facilitate learning in areas of deficit determined by administrators during walkthroughs and classroom observations.

Our **Kindness Crew**, led by the school counselor, promotes a culture of compassion through acts of kindness and school-wide initiatives that foster inclusion and discourage bullying. The **Handprints on Hearts mentoring program** connects students with positive role models who provide encouragement and guidance.

Finally, our **ACE after-school program** expands learning beyond the classroom, offering students opportunities to participate in **academically enriching clubs and activities** that build teamwork, creativity, and social skills.

Delmas F. Morton has a tiered **interview process**. The campus interview team conducts interviews with potential candidates.

The Campus Improvement Committee (CIC) reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts. Improvement efforts will focus on increased parent involvement in PTA, volunteer programs, and campus academic nights.

Strengths

- Parents are provided many opportunities to take part of the education of their children: PACT, Family Nights, Parent Conferences
- Numerous systems are in place to support the campus implementation of Professional Learning Communities, with dedicated time for collaboration and intervention built into

the master schedule. Focused on TEA Standards and correlating with HMH for K-5. Focused on PreK Guidelines and correlating with SAVVAS- Three Cheers!

- The campus professional learning plan includes yearlong strands for sustained growth, as well as ongoing professional learning focused on the ESF framework
- The campus RTI process has been strengthened to be more responsive and data-driven, with collaborative review cycles during the year

- Diverse staff
- The campus provides a variety of supports and mentorship opportunities, including Handprints on Hearts and staff-sponsored after-school clubs, to meet learners' social, emotional, and

academic needs.

- The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting the Principal at any time during the year.
- Family Cross-Curricular Nights
- PAWS System integrating PBIS and GPISD 3 Cs
- Implementing strong PLC planning and internalization (Focused on TEKS Standards and correlating with the YAG)

All grade levels meet with our Instructional Coaches once a week during their conference period for PLC. At PLC, data, alignment, and instructional delivery/strategies are discussed. All teachers are internalizing lessons in order to ensure all activities are 100% aligned to the SE's. Our Special Education Inclusion and SEA Teachers participate in grade level PLC's. Lesson plan feedback is given to teachers by administrators and Instructional Coaches. Additionally, we continue to focus on effective, targeted supplemental instructional materials to increase student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ There is a continued need to strengthen the implementation and consistency of the Social-Emotional Learning (SEL) enrichment curriculum across classrooms--with an emphasis on mental health awareness, building positive relationships, and responsible decision-making--due to a high number of student discipline referrals indicating challenges with emotional regulation and behavior management.	Data shows high need for mental health supports, and additional resources and programs to address the social-emotional and wellness needs of learners.
2★ There is a need to strengthen and expand Response to Intervention (RtI) practices to provide timely, targeted academic and behavioral supports that promote learner growth and help close achievement gaps among student groups.	Inconsistent implementation and monitoring of RtI interventions, including limited use of progress-monitoring data to adjust instruction, have reduced the effectiveness of supports in addressing individual student learning needs and accelerating growth.

★ = Priority

Perceptions

Summary

Our mission at Delmas Morton Elementary is to provide a safe, nurturing and engaging early learning environment that effectively supports the diverse needs of children and families in our community and creates a foundation for children to become lifelong learners and critically thinking citizens. Our vision is a community where all children feel **loved, respected, and encouraged** to achieve their fullest potential.

As a **School of Choice**, Morton maintains **high expectations for teaching and learning** through **data-driven instruction** and purposeful planning designed to prepare learners to **positively impact their world**. Our educators **collaborate weekly** in professional learning communities to refine instructional practices, meet the **diverse needs of all students**, and celebrate both **growth and achievement**.

Learners are recognized for demonstrating excellence in character through initiatives such as **PAWS**, the **Kindness Crew**, **Student of the Month**, and **Student of Character**, which foster a sense of community, empathy, and shared values. Morton Bears believe in the success of all stakeholders. Our goal is to see all stakeholders: teachers, staff, students and parents grow in knowledge and skills which will impact student achievement.

We also promote **academic and personal growth beyond the classroom** through a variety of **extracurricular clubs and enrichment opportunities** offered in partnership with our **ACE program**. Collaboration with our **PTA and community partners** brings meaningful family engagement events—such as **STEAM Night, Trunk or Treat, and Literacy Night**—that strengthen school connections and build a sense of belonging.

Morton values **clear, consistent, and timely communication** with families, using multiple platforms to keep them informed and connected to our daily work and celebrations. Together, we cultivate **lifelong learners who are communicators, thinkers, principled leaders, and caring citizens** prepared to make a positive difference in their communities and beyond.

Strengths

- Strong sense of **community and belonging** where every learner is loved, respected, and encouraged.
- **Safe and supportive learning environment** that nurtures the whole child—academically, socially, and emotionally.
- **High expectations for learning and behavior**, supported by data-driven instruction and intentional planning.
- **Collaborative culture** among educators through weekly PLCs focused on student growth and instructional improvement.
- Recognition systems such as **PAWS, Kindness Crew**, and **Student of Character** promote positive behavior, empathy, and shared values.
- Active **family and community engagement**, including partnerships with PTA and local organizations
- On campus Parent Volunteer training and opportunities
- Variety of **extracurricular and enrichment opportunities** through ACE that support academic and social development.
- **Clear and consistent communication** (English and Spanish) with families using multiple platforms to strengthen home-school connections: Blackboard, Class Dojo, Social Media, SMORE newsletter
- A focus on developing **lifelong learners and principled leaders** prepared to make a positive impact in their community.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a continued need to inform and engage staff and the community regarding district budget decisions and sustainability efforts, as the lack of adequate funding and staffing impacts the campus's ability to fully meet student and program needs.	Limited district funding and staffing allocations have created challenges in maintaining programs, resources, and supports necessary to meet the diverse needs of all learners.
2 There is a continued need to prioritize mental health, social-emotional, and overall wellness supports for both learners and staff. Additionally, there is a need to strengthen mentoring, support, and retention systems to encourage staff satisfaction, stability, and long-term commitment to serving at our Title I campus.	Barriers still exist with understanding/supporting/ providing resources for all needs. Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The at-risk population is 80% for Morton Elementary.

A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.

2
★

Historically, African American and White student groups at Morton Elementary have not met performance targets in at least three Closing the Gaps (Domain 3) indicators on the STAAR Accountability System for the past three consecutive years, resulting in the campus being identified for Targeted Support and Improvement.

Rtl and intervention practices have not been fully aligned or monitored for fidelity, resulting in uneven support for students who need intensive assistance.

3
★

There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.

Inconsistent implementation of high-quality, standards-based Tier I instruction and limited differentiation have contributed to unequal learning outcomes among student groups. Teachers need ongoing support and professional learning focused on Tier I instructional strategies, small-group instruction, and progress monitoring to ensure all students have access to high-quality learning experiences.

4
★

A significant number of 4th and 5th grade students (approximately 90) demonstrated regression in performance on STAAR reading and math assessments, indicating gaps in mastery of grade-level standards and a need for targeted academic support and intervention.

Students continue to demonstrate unfinished learning from prior grade levels, and instruction has not consistently bridged foundational skill gaps, particularly in reading comprehension and problem solving. Gaps in the fidelity, frequency, or effectiveness of intervention and progress monitoring systems have reduced the impact of supports designed to accelerate learning.

5
★

There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.

Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

6★

There is a continued need to strengthen the implementation and consistency of the Social-Emotional Learning (SEL) enrichment curriculum across classrooms--with an emphasis on mental health awareness, building positive relationships, and responsible decision-making--due to a high number of student discipline referrals indicating challenges with emotional regulation and behavior management.

Data shows high need for mental health supports, and additional resources and programs to address the social-emotional and wellness needs of learners.

7★

There is a need to strengthen and expand Response to Intervention (RtI) practices to provide timely, targeted academic and behavioral supports that promote learner growth and help close achievement gaps among student groups.

Inconsistent implementation and monitoring of RtI interventions, including limited use of progress-monitoring data to adjust instruction, have reduced the effectiveness of supports in addressing individual student learning needs and accelerating growth.

8★

There is a continued need to inform and engage staff and the community regarding district budget decisions and sustainability efforts, as the lack of adequate funding and staffing impacts the campus's ability to fully meet student and program needs.

Limited district funding and staffing allocations have created challenges in maintaining programs, resources, and supports necessary to meet the diverse needs of all learners.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data

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
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement 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
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

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

- ☒ Community surveys and/or other feedback

Support Systems and Other Data

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



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1 Targeted Support Strategy

Morton will strengthen Foundational Reading Skills through Systematic Phonics and Small-Group Instruction. Implement daily, explicit phonics and word study lessons in PK-2 and targeted small-group instruction in grades 3-5 based on decoding, fluency, and comprehension needs. Teacher capacity will be strengthened through coaching, modeling, and targeted professional development focused on foundational skills and small-group instruction. Instructional leaders will guide teachers in using PLCs to analyze data, plan differentiated Tier I reading lessons, and address learning gaps across Pre-K through 5th grade.

Strategy's Expected Result/Impact: Morton will improve early childhood literacy proficiency. This strategy builds a strong foundation for early readers and prevents skill gaps from widening in upper elementary grades.

The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 31% to 34% based on Spring STAAR results.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administration

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Funding Sources: 199 - SCE, \$2,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2 Targeted Support Strategy

Students will engage in data-driven Response to Intervention (Rtl) small groups designed to close learning gaps identified through District Assessments, MAP, i-Ready, and classroom exit tickets. Teachers will collaborate in Professional Learning Communities (PLCs) to plan targeted reading instruction, analyze student data, and participate in ongoing observations and feedback cycles to strengthen instructional practices and improve overall student achievement in reading.

Strategy's Expected Result/Impact: Student achievement data will show growth in targeted skill areas. Based on data analysis, students will be grouped for small group and tutoring based on areas of need.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administration

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2

Funding Sources: Tutor 199 - SCE, \$7,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 3 **Targeted Support Strategy**

Morton will embed Daily Structured Reading Comprehension Practice Using High-Quality Texts. Integrate daily opportunities for students to read, discuss, and write about grade-level complex texts across all content areas. Use district reading strategies and text-dependent questioning aligned to STAAR reading standards. Incorporate academic vocabulary instruction and accountable talk strategies during read-alouds and guided reading. Teachers will collaborate in PLCs to plan lessons that include multiple exposures to the same standard and text structure.

Strategy's Expected Result/Impact: Increases student stamina, comprehension, and ability to analyze and discuss texts at a deeper level.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administration

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Morton will foster a culture of reading through Goal Tracking and Student Ownership. Students will be empowered to set and monitor personal reading goals using data tracking tools and conferencing. Students will chart their reading progress and celebrate growth milestones. Reading engagement will be promoted through campus-wide literacy events, classroom libraries, and family literacy nights.

Strategy's Expected Result/Impact: Builds motivation, accountability, and lifelong reading habits that translate into improved STAAR performance.

Staff Responsible for Monitoring: Classroom Teachers
Grade Level Leads
Administration

Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1

Funding Sources: Data Tracking Tools 199 - General Fund, \$600

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The at-risk population is 80% for Morton Elementary.

A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.

2

Historically, African American and White student groups at Morton Elementary have not met performance targets in at least three Closing the Gaps (Domain 3) indicators on the STAAR Accountability System for the past three consecutive

Rtl and intervention practices have not been fully aligned or monitored for fidelity, resulting in uneven support for students who need intensive assistance.

years, resulting in the campus being identified for Targeted Support and Improvement.

Measurable Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.	Inconsistent implementation of high-quality, standards-based Tier I instruction and limited differentiation have contributed to unequal learning outcomes among student groups. Teachers need ongoing support and professional learning focused on Tier I instructional strategies, small-group instruction, and progress monitoring to ensure all students have access to high-quality learning experiences.
2 A significant number of 4th and 5th grade students (approximately 90) demonstrated regression in performance on STAAR reading and math assessments, indicating gaps in mastery of grade-level standards and a need for targeted academic support and intervention.	Students continue to demonstrate unfinished learning from prior grade levels, and instruction has not consistently bridged foundational skill gaps, particularly in reading comprehension and problem solving. Gaps in the fidelity, frequency, or effectiveness of intervention and progress monitoring systems have reduced the impact of supports designed to accelerate learning.
3 There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.	Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

Measurable Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a continued need to strengthen the implementation and consistency of the Social-Emotional Learning (SEL) enrichment curriculum across classrooms--with an emphasis on mental health awareness, building positive relationships, and responsible decision-making--due to a high number of student	Data shows high need for mental health supports, and additional resources and programs to address the social-emotional and wellness needs of learners.

discipline referrals indicating challenges with emotional regulation and behavior management.

2

There is a need to strengthen and expand Response to Intervention (Rtl) practices to provide timely, targeted academic and behavioral supports that promote learner growth and help close achievement gaps among student groups.

Inconsistent implementation and monitoring of Rtl interventions, including limited use of progress-monitoring data to adjust instruction, have reduced the effectiveness of supports in addressing individual student learning needs and accelerating growth.

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1 Targeted Support Strategy

Morton will focus on enhancing math instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.

Strategy's Expected Result/Impact: Morton will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 20% to 23% based on Spring STAAR results.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administration

Problem Statements: Student Learning 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2 Targeted Support Strategy

Students will engage in data-driven Response to Intervention (Rtl) small groups designed to close learning gaps identified through District Assessments, MAP, i-Ready, and classroom exit tickets. Teachers will collaborate in Professional Learning Communities (PLCs) to plan targeted math instruction, analyze student data, and participate in ongoing observations and feedback cycles to strengthen instructional practices and improve overall student achievement in math. Teachers will incorporate spiral review and intervention time within the daily math block. Progress monitoring will be utilized to adjust instruction and regroup students.

Strategy's Expected Result/Impact: Student achievement data in math will show growth in targeted skill areas. Based on data analysis, students will be grouped for small group and tutoring based on areas of need. Lesson plans reflecting targeted small groups. Student data trackers. Walkthrough evidence of differentiated instruction.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administration

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 3 Targeted Support Strategy

Morton will strengthen Conceptual Understanding through Hands-On and Visual Math Instruction by incorporating manipulatives, models, and pictorial representations to deepen conceptual understanding. Emphasize problem solving and math discourse aligned to TEKS and STAAR rigor. Embed vocabulary and justification strategies (e.g., "How do you know?" "Prove your thinking").

Strategy's Expected Result/Impact: Morton lesson plans and classroom observations will reflect use of manipulatives and academic discourse. Student work samples will reflect conceptual understanding. Formative assessment results will be impacted.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Grade Level Leads

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2

Funding Sources: Math manipulatives and anchor charts 199 - General Fund, \$500

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 4 **Targeted Support Strategy**

Morton will increase student ownership and Goal Setting in Math by having students set math growth goals and track progress toward mastery. Incorporate math fluency challenges and campus-wide math engagement activities. Celebrate progress to build confidence and motivation.

Strategy's Expected Result/Impact: Morton students will utilize goal charts and progress monitoring reports to increase student engagement and self-efficacy in math.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Administration

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1

Funding Sources: Student goal tracking templates Math fluency tools (e.g., iReady, Magma Math)
Campus math incentive resources 199 - SCE, \$1,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 2 Problem Statements Identifying Demographics

Problem Statement		Root Cause
1	The at-risk population is 80% for Morton Elementary.	A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.
	Historically, African American and White student groups at Morton Elementary	Rtl and intervention practices have not been fully aligned or monitored for

2

have not met performance targets in at least three Closing the Gaps (Domain 3) indicators on the STAAR Accountability System for the past three consecutive years, resulting in the campus being identified for Targeted Support and Improvement.

fidelity, resulting in uneven support for students who need intensive assistance.

Measurable Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.

Inconsistent implementation of high-quality, standards-based Tier I instruction and limited differentiation have contributed to unequal learning outcomes among student groups. Teachers need ongoing support and professional learning focused on Tier I instructional strategies, small-group instruction, and progress monitoring to ensure all students have access to high-quality learning experiences.

2

A significant number of 4th and 5th grade students (approximately 90) demonstrated regression in performance on STAAR reading and math assessments, indicating gaps in mastery of grade-level standards and a need for targeted academic support and intervention.

Students continue to demonstrate unfinished learning from prior grade levels, and instruction has not consistently bridged foundational skill gaps, particularly in reading comprehension and problem solving. Gaps in the fidelity, frequency, or effectiveness of intervention and progress monitoring systems have reduced the impact of supports designed to accelerate learning.

3

There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.

Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

Measurable Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

There is a continued need to strengthen the implementation and consistency of the Social-Emotional Learning (SEL) enrichment curriculum across

Data shows high need for mental health supports, and additional resources and programs to address the social-emotional and wellness needs of

1

classrooms--with an emphasis on mental health awareness, building positive relationships, and responsible decision-making--due to a high number of student discipline referrals indicating challenges with emotional regulation and behavior management.

learners.

2

There is a need to strengthen and expand Response to Intervention (Rtl) practices to provide timely, targeted academic and behavioral supports that promote learner growth and help close achievement gaps among student groups.

Inconsistent implementation and monitoring of Rtl interventions, including limited use of progress-monitoring data to adjust instruction, have reduced the effectiveness of supports in addressing individual student learning needs and accelerating growth.

Measurable Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a continued need to inform and engage staff and the community regarding district budget decisions and sustainability efforts, as the lack of adequate funding and staffing impacts the campus's ability to fully meet student and program needs.

Limited district funding and staffing allocations have created challenges in maintaining programs, resources, and supports necessary to meet the diverse needs of all learners.

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Not Applicable. Morton is an Elementary school.

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from

Evaluation Data Source: Skyward Discipline Data

Strategy 1 Targeted Support Strategy

Morton will establish clear goals, train staff, implement Positive Behavior Interventions & Supports (PBIS) through our P.A.W.S. initiative and 3 Cs (Connect, Community, Celebrate) into daily routines using visuals and reminders to reinforce consistent behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback. Recognize and reward positive behavior through campus systems (e.g., ClassDojo points, PBIS store, "Student of the Month"). Use behavior data to identify trends and provide proactive supports.

Strategy's Expected Result/Impact: Morton will see a 5% decrease in in-school suspension (ISS from 15 to 14), Out of school suspension (OSS from 1 to 0), and Disciplinary Alternative Education Program (DAEP from 4 to 3) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: Teachers
Administration
Counselor
Student Connections Committee

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Posters, campus incentives 199 - General Fund, \$1,000

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Morton will strengthen Social-Emotional Learning (SEL) and Restorative Practices by implementing weekly SEL lessons focusing on self-management, empathy, and conflict resolution. Use restorative circles and reflection forms as alternatives to exclusionary discipline. Provide staff professional development on trauma-informed practices and positive behavior strategies.

Strategy's Expected Result/Impact: Morton will see an 3% increase in self-management, empathy and conflict resolution based on end of year Panorama student survey results.
Decrease in repeat behavior incidents.

Staff Responsible for Monitoring: Counselor
Teachers
Administrators

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The at-risk population is 80% for Morton Elementary.	A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.

Measurable Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.	Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

Measurable Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a continued need to strengthen the implementation and consistency of the Social-Emotional Learning (SEL) enrichment curriculum across classrooms--with an emphasis on mental health awareness, building positive relationships, and responsible decision-making--due to a high number of student discipline referrals indicating challenges with emotional regulation and behavior management.	Data shows high need for mental health supports, and additional resources and programs to address the social-emotional and wellness needs of learners.

Measurable Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a continued need to inform and engage staff and the community regarding district budget decisions and sustainability efforts, as the lack of adequate funding and staffing impacts the campus's ability to fully meet student and program needs.	Limited district funding and staffing allocations have created challenges in maintaining programs, resources, and supports necessary to meet the diverse needs of all learners.

Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by

increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1 **Targeted Support Strategy**

Morton will build strong Home-School Connections through Family Engagement Events such as academic nights (Literacy, Math, and Science) that provide parents with hands-on learning activities to support student success at home. Offer flexible scheduling to increase accessibility. Collaborate with community partners to enhance family learning experiences. The Family Engagement Liaison will collaborate to increase participation in these events, and monitor and assess participation levels.

Strategy's Expected Result/Impact: By June 2026, Morton will see 25% parent involvement participation during parent trainings, workshops, PTA programs or academic family events that positively impact students.

Staff Responsible for Monitoring: Family Engagement Liaison
Administration
Teachers
Counselor

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Family engagement event materials and take-home resources. Community partnerships Translator/interpreter support 199 - General Fund, \$1,000, Family engagement event materials and take-home resources. Community partnerships Translator/interpreter support 211 - Title 1, \$500

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Strategy 2 **Targeted Support Strategy**

Morton will strengthen communication and relationships through ongoing outreach and two-way Communication utilizing multiple platforms (ClassDojo, BBComms, newsletters, social media, website) to share information, celebrate success, and invite feedback. Conduct "Family Connection" initiatives such as parent Informative meetings, parent-teacher goal-setting conferences, and classroom volunteer opportunities. Provide bilingual communication to ensure all families have equitable access. Our Parent-Teacher Association (PTA), along with the campus, will work together to support the overall school community.

Strategy's Expected Result/Impact: By June 2025, there will be a 3% increase in the number of Pk-5 grade parents who report through annual surveys that campus communication is both clear and timely and is delivered through diverse communication methods that give parents the opportunity to participate in family events. PTA will help establish partnerships for continual school support.

Staff Responsible for Monitoring: Administration

Teachers

Family Engagement Liaison

Counselor

PTA Committee

Problem Statements: Demographics 1 - Student Learning 3 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The at-risk population is 80% for Morton Elementary.

A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.

Measurable Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.

Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

Measurable Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a continued need to inform and engage staff and the community regarding district budget decisions and sustainability efforts, as the lack of adequate funding and staffing impacts the campus's ability to fully meet student and program needs.

Limited district funding and staffing allocations have created challenges in maintaining programs, resources, and supports necessary to meet the diverse needs of all learners.

Measurable Objective 6 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Morton will track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Morton will implement a campus-wide Attendance Incentive Program to Promote Daily Attendance by recognizing students, classes, and grade levels with perfect or improved attendance through weekly, monthly, or semester incentives. Incorporate attendance celebrations such as "Holiday Attendance Campaigns," classroom competitions, and recognition on announcements and social media. Include parent engagement through communication about attendance goals and celebrations. Additionally, develop and distribute materials, including posters, flyers, and newsletters, to promote the importance of regular attendance among students and parents.

Strategy's Expected Result/Impact: By June 2026, Morton will increase overall ADA from 94% to 95% in order to meet the annual fiscal enrollment and attendance goals.

Staff Responsible for Monitoring: PEIMS clerk
Teachers
Counselor
Administration

Problem Statements: Demographics 1, 2

Funding Sources: Attendance Incentives 199 - General Fund, \$2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Morton will provide early intervention and support for students with attendance concerns by monitoring attendance data weekly to identify students at risk of chronic absenteeism. Conduct parent conferences and implement attendance improvement plans as needed. Partner with the counselor and attendance committee to address barriers such as transportation, health, or social-emotional needs.

Strategy's Expected Result/Impact: Morton will see a decrease in chronic absenteeism reports and improved student attendance trends by May 2026.

Staff Responsible for Monitoring: Campus Attendance Committee

PEIMS Clerk

Counselor

Teachers

Administration

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The at-risk population is 80% for Morton Elementary.

A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.

2

Historically, African American and White student groups at Morton Elementary have not met performance targets in at least three Closing the Gaps (Domain 3) indicators on the STAAR Accountability System for the past three consecutive years, resulting in the campus being identified for Targeted Support and Improvement.

Rtl and intervention practices have not been fully aligned or monitored for fidelity, resulting in uneven support for students who need intensive assistance.

Measurable Objective 7 ☒ High Priority ☒ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1 ☒ Targeted Support Strategy

Morton will increase college, career, and military readiness by fostering a college-going culture, developing essential literacy and numeracy skills, and involving families through workshops and resources to support long-term educational and career aspirations.

Strategy's Expected Result/Impact: The percentage of GPISD graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Staff Responsible for Monitoring: Counselor
Administration

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: 199 - SCE, \$500

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Staff will implement a campus wide College and Career Day in which guest speakers will present students with information about future career opportunities.

Strategy's Expected Result/Impact: This will increase students' awareness and exposure to the variety of career opportunities available.

Staff Responsible for Monitoring: Counselor
Administration
Teachers

Problem Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The at-risk population is 80% for Morton Elementary.	A large number of at-risk students: Homeless population 5.3%, Special Education 11.5%, and mobility is 20%.

Measurable Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 There is a need for intentional focus on state-required character education, targeted social-emotional skill development, and mental health supports. These areas directly impact lesson design, curriculum implementation, and the professional learning needed for staff to effectively meet students' social and emotional needs.	Students are demonstrating an increasing need for social and emotional support, as reported by teachers, parents, and students. There are inconsistencies in the implementation, monitoring, and evaluation of curriculum supports and staff training related to character education and social-emotional learning, resulting in varied effectiveness across classrooms.

Measurable Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a continued need to strengthen the implementation and consistency of the Social-Emotional Learning (SEL) enrichment curriculum across classrooms--with an emphasis on mental health awareness, building positive relationships, and responsible decision-making--due to a high number of student discipline referrals indicating challenges with emotional regulation and behavior management.	Data shows high need for mental health supports, and additional resources and programs to address the social-emotional and wellness needs of learners.

Measurable Objective 7 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 There is a continued need to inform and engage staff and the community regarding district budget decisions and sustainability efforts, as the lack of adequate funding and staffing impacts the campus's ability to fully meet student and program needs.	Limited district funding and staffing allocations have created challenges in maintaining programs, resources, and supports necessary to meet the diverse needs of all learners.

Measurable Objective 8 HB3 Priority Focus Area

All 4th and 5th grade students at Morton will receive high-quality, standards-aligned Tier I instruction

designed to ensure mastery of the Texas Essential Knowledge and Skills (TEKS) in all core content areas.

Evaluation Data Source: Exit tickets, unit exams, IReady assignments.

Strategy 1 **Targeted Support Strategy**

Instructional leaders will provide professional learning sessions and ongoing coaching and feedback to support classroom teachers in implementing Research Based Instructional Strategies (RBIS) to strengthen Tier I Instruction. Teachers will incorporate evidence-based strategies such as gradual release, differentiation, and checks for understanding in all lessons. Small-group instruction within Tier I will be implemented to address varying readiness levels. Teachers will model and share best practices through peer observations and coaching cycles.

Strategy's Expected Result/Impact: Lesson plans will demonstrate differentiation and walk-through and observation data will show increased rigor and engagement which will impact STAAR data. Spring STAAR data will reflect a 10% growth in math and reading for 4th and 5th grade students.

Staff Responsible for Monitoring: Administration
Instructional Coaches
District Leadership and Facilitators
Engage2Learn Staff

Problem Statements: Demographics 2 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 2 **Targeted Support Strategy**

By May 2026, grade-level teams will ensure TEKS-Aligned Lesson Planning and collaborative Professional Learning Communities (PLCs) focused on unpacking TEKS, identifying learning targets, and aligning instructional materials and assessments. The district curriculum frameworks and pacing guides will be utilized to ensure lesson alignment and consistency. Regular instructional walk-throughs with feedback focused on TEKS alignment and rigor will be conducted. Evidence of progress will be reflected in PLC agendas, team action plans, and student growth on assessments.

Strategy's Expected Result/Impact: Morton will improve teacher capacity for teaching and learning as well as improve student outcomes. Walk-through data will reflect TEKS alignment. Fewer students requiring Tier II and Tier III interventions due to stronger Tier I instruction. Increased performance among historically underperforming student groups (e.g., African American, White, and Economically Disadvantaged students).

Staff Responsible for Monitoring: Teachers
Instructional Coaches
District Instructional Facilitators
Engage2Learn Staff
Administrators

Problem Statements: Demographics 2 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 3 Targeted Support Strategy

Morton will use ongoing Formative Assessments to guide Tier I instruction by implementing exit tickets, quick checks, and data trackers to monitor mastery of TEKS objectives. Data from district assessments and classroom performance will be analyzed to adjust instruction. Reteach and enrichment opportunities during core instructional time will be provided.

Strategy's Expected Result/Impact: Student data analysis reports and PLC data reflection forms will show improved mastery rates on formative assessments. Increased teacher capacity to analyze data, identify gaps, and plan responsive instruction.

Staff Responsible for Monitoring: Teachers
Instructional Coach
Administration

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Measurable Objective 8 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Historically, African American and White student groups at Morton Elementary have not met performance targets in at least three Closing the Gaps (Domain 3) indicators on the STAAR Accountability System for the past three consecutive years, resulting in the campus being identified for Targeted Support and Improvement.	Rtl and intervention practices have not been fully aligned or monitored for fidelity, resulting in uneven support for students who need intensive assistance.

Measurable Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.	Inconsistent implementation of high-quality, standards-based Tier I instruction and limited differentiation have contributed to unequal learning outcomes among student groups. Teachers need ongoing support and professional learning focused on Tier I instructional strategies, small-group instruction, and progress monitoring to ensure all students have access to high-quality learning experiences.
2 A significant number of 4th and 5th grade students (approximately 90) demonstrated regression in performance on STAAR reading and math assessments, indicating gaps in mastery of grade-level standards and a need for targeted academic support and intervention.	Students continue to demonstrate unfinished learning from prior grade levels, and instruction has not consistently bridged foundational skill gaps, particularly in reading comprehension and problem solving. Gaps in the fidelity, frequency, or effectiveness of intervention and progress monitoring systems have reduced the impact of supports designed to accelerate learning.

Measurable Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 There is a need to strengthen and expand Response to Intervention (Rtl) practices to provide timely, targeted academic and behavioral supports that promote learner growth and help close achievement gaps among student groups.	Inconsistent implementation and monitoring of Rtl interventions, including limited use of progress-monitoring data to adjust instruction, have reduced the effectiveness of supports in addressing individual student learning needs and accelerating growth.



Priority Focus Area Tables

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	Morton will strengthen Foundational Reading Skills through Systematic Phonics and Small-Group Instruction. Implement daily, explicit phonics and word study lessons in PK-2 and targeted small-group instruction in grades 3-5 based on decoding, fluency, and comprehension needs. Teacher capacity will be strengthened through coaching, modeling, and targeted professional development focused on foundational skills and small-group instruction. Instructional leaders will guide teachers in using PLCs to analyze data, plan differentiated Tier I reading lessons, and address learning gaps across Pre-K through 5th grade.
1	1	2	Students will engage in data-driven Response to Intervention (RtI) small groups designed to close learning gaps identified through District Assessments, MAP, i-Ready, and classroom exit tickets. Teachers will collaborate in Professional Learning Communities (PLCs) to plan targeted reading instruction, analyze student data, and participate in ongoing observations and feedback cycles to strengthen instructional practices and improve overall student achievement in reading.
1	1	3	Morton will embed Daily Structured Reading Comprehension Practice Using High-Quality Texts. Integrate daily opportunities for students to read, discuss, and write about grade-level complex texts across all content areas. Use district reading strategies and text-dependent questioning aligned to STAAR reading standards. Incorporate academic vocabulary instruction and accountable talk strategies during read-alouds and guided reading. Teachers will collaborate in PLCs to plan lessons that include multiple exposures to the same standard and text structure.
1	2	1	Morton will focus on enhancing math instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.
1	2	2	Students will engage in data-driven Response to Intervention (RtI) small groups designed to close learning gaps identified through District Assessments, MAP, i-Ready, and classroom exit tickets. Teachers will collaborate in Professional Learning Communities (PLCs) to plan targeted math instruction, analyze student data, and participate in ongoing observations and feedback cycles to strengthen instructional practices and improve overall student achievement in math. Teachers will incorporate spiral review and intervention time within the daily math block. Progress monitoring will be utilized to adjust instruction and regroup students.
1	2	3	Morton will strengthen Conceptual Understanding through Hands-On and Visual Math Instruction by incorporating manipulatives, models, and pictorial representations to deepen conceptual understanding. Emphasize problem solving and math discourse aligned to TEKS and STAAR rigor. Embed vocabulary and justification strategies (e.g., "How do you know?" "Prove your thinking").
1	2	4	Morton will increase student ownership and Goal Setting in Math by having students set math growth goals and track progress toward mastery. Incorporate math fluency challenges and campus-wide math engagement activities. Celebrate progress to build confidence and motivation.

1	4	1	Morton will establish clear goals, train staff, implement Positive Behavior Interventions & Supports (PBIS) through our P.A.W.S. initiative and 3 Cs (Connect, Community, Celebrate) into daily routines using visuals and reminders to reinforce consistent behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback. Recognize and reward positive behavior through campus systems (e.g., ClassDojo points, PBIS store, "Student of the Month"). Use behavior data to identify trends and provide proactive supports.
1	5	1	Morton will build strong Home-School Connections through Family Engagement Events such as academic nights (Literacy, Math, and Science) that provide parents with hands-on learning activities to support student success at home. Offer flexible scheduling to increase accessibility. Collaborate with community partners to enhance family learning experiences. The Family Engagement Liaison will collaborate to increase participation in these events, and monitor and assess participation levels.
1	5	2	Morton will strengthen communication and relationships through ongoing outreach and two-way Communication utilizing multiple platforms (ClassDojo, BBComms, newsletters, social media, website) to share information, celebrate success, and invite feedback. Conduct "Family Connection" initiatives such as parent Informative meetings, parent-teacher goal-setting conferences, and classroom volunteer opportunities. Provide bilingual communication to ensure all families have equitable access. Our Parent-Teacher Association (PTA), along with the campus, will work together to support the overall school community.
1	7	1	Morton will increase college, career, and military readiness by fostering a college-going culture, developing essential literacy and numeracy skills, and involving families through workshops and resources to support long-term educational and career aspirations.
1	8	1	Instructional leaders will provide professional learning sessions and ongoing coaching and feedback to support classroom teachers in implementing Research Based Instructional Strategies (RBIS) to strengthen Tier I Instruction. Teachers will incorporate evidence-based strategies such as gradual release, differentiation, and checks for understanding in all lessons. Small-group instruction within Tier I will be implemented to address varying readiness levels. Teachers will model and share best practices through peer observations and coaching cycles.
1	8	2	By May 2026, grade-level teams will ensure TEKS-Aligned Lesson Planning and collaborative Professional Learning Communities (PLCs) focused on unpacking TEKS, identifying learning targets, and aligning instructional materials and assessments. The district curriculum frameworks and pacing guides will be utilized to ensure lesson alignment and consistency. Regular instructional walk-throughs with feedback focused on TEKS alignment and rigor will be conducted. Evidence of progress will be reflected in PLC agendas, team action plans, and student growth on assessments.
1	8	3	Morton will use ongoing Formative Assessments to guide Tier I instruction by implementing exit tickets, quick checks, and data trackers to monitor mastery of TEKS objectives. Data from district assessments and classroom performance will be analyzed to adjust instruction. Reteach and enrichment opportunities during core instructional time will be provided.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024