Lewisville Independent School District

Morningside Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Revised/Approved: August 20, 2026

Demographics

Demographics Summary

Morningside Elementary is an elementary campus with grades K-5 with 378 students. We offer a special program through special education called Life Skills and Specially Designed Instruction (SDI). Our Life Skills department is the largest in the district with 6 classrooms. The self contained classrooms are Academic Life Skills, Academic Vocational Life Skills, and Functional Life Skills. Our current percentage of students in special education is 31.63%. We have 5.61% of students in 504 and 1.85% are in ESL. Our gifted and talented population is 7.67%. Our student ethnicity is diverse with 37.3% white, 29.10% Hispanic, 13.76% African American, 9.52% two or more races, 10.52% Asian, and less than 1% American Indian.

All of our classrooms meet the state standard for 22 to 1 with many classrooms being even smaller. We currently have 2 associate teachers in our Life Skills program but the rest of our teaching staff is fully certified.

CAMPUS VISION: "Leading, inspiring, and growing learners every day"

CAMPUS MISSION | We empower learners to become natural inquirers and compassionate individuals who make innovative contributions to our global society.

Demographics Strengths

We are proud of our diverse student population, which brings a wide variety of experiences and perspectives to our classrooms each day. Our Life Skills department is dedicated to building on student strengths and preparing our special education students for greater independence in the future. Our campus remains small enough to easily provide meaningful experiences and activities for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers.
Root Cause: The number of students in our school with multiple at-risk indicators has grown over the past few years including the addition of students from closed campuses. This year we have an increase in things such as percentage of students in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or in need of extra assistance.

Student Learning

Student Learning Summary

Third graders met the HB 3 reading goal for the 2025-26 school. The goal for reading was 91.8% and 97% of student met the target score or met their IEP goals. In math, the goal was 93.8% and 81.8% of students met the target score or their IEP goals. Our STAAR scores are listed in the chart below for grades 3-5 showing the approaches, meets and masters percentages.

	Approaches	Meets	Masters
3rd Reading	93%	75%	27%
3rd Math	80%	44%	25%
4th Reading	72%	48%	14%
4th Math	78%	47%	21%
5th Reading	86%	74%	53%
5th Math	74%	48%	12%
5th Science	67%	33%	12%

Student Learning Strengths

Our campus exceeded the HB 3 goals in reading for the 2025-26 school year. The third grade reading and math scores were our top scoring areas on STAAR. Morningside students had over 44% of students score Meets in every area except science. Two groups achieved 74% or higher in the Meets category on the reading STAAR. We exceeded our HB reading goal of 91.8% with 97% of student meeting the target score or meeting their IEP goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores in math are consistently lower than our reading scores. This was true in our iReady data as well.

Root Cause: Tier 1 instruction and engagement strategies for math need improvement.

School Processes & Programs

School Processes & Programs Summary

At Morningside, our teachers follow district guidelines and utilize the district curriculum to ensure consistency and quality of instruction. Instructional timelines are closely monitored to guarantee that all TEKS are taught in a timely manner. Teachers collaborate regularly with district facilitators for guidance, planning, and reflection on student performance. In addition, Professional Learning Communities (PLCs) meet twice per month to analyze data, guide instruction, and prepare for upcoming units.

Our Multi-Tiered Systems of Support (MTSS) committee meets every six weeks to review the progress of students who may be struggling academically or behaviorally. During these meetings, goals are reviewed and adjusted as needed, and teachers track student progress during intervention time to ensure growth.

Beyond academics, our campus offers a variety of enrichment opportunities, including sports club, choir, book club, Kindness Ambassadors, and Student Council. These activities give students meaningful ways to connect, lead, and grow outside of the classroom.

Communication is a priority at Morningside. Staff receive a weekly newsletter each Friday with important updates and upcoming events. Parents receive weekly classroom newsletters from teachers and bi-monthly newsletters from administration to keep families informed and engaged.

Student well-being and character development are also central to our mission. Our counselor works with students through small groups, individual sessions, and whole-class lessons. Additionally, we emphasize the *Mustang Must Haves*, which highlight the character traits we value as a campus community. Each month, students are recognized and awarded for demonstrating these traits.

The administrative team also works closely with team leaders and the Building Leadership Team (BLT) in making campus decisions. Staff input is actively sought and valued, particularly when decisions impact the broader campus community.

School Processes & Programs Strengths

One of our greatest strengths, as reflected in our recent Qualtrics survey, is the positive perception students and families have of Morningside. An impressive 100% of parents reported being pleased with our school. These results demonstrate that families view Morningside as a supportive, welcoming place where students can learn and thrive.

Our strong school culture contributes significantly to these results. Students enjoy coming to Morningside because instruction is engaging and our campus environment is safe, positive, and welcoming. Classroom communities, class meetings, social-emotional learning, and opportunities for students to connect with one another help students feel valued, included, and connected to their school. A variety of extracurricular clubs and activities also provide students with additional opportunities to develop relationships, explore interests, and strengthen their sense of belonging.

Another campus strength is our highly organized **Multi-Tiered Systems of Support (MTSS)** process. Led by our assistant principal, the process is streamlined and user-friendly for teachers. Meeting dates are scheduled for the entire school year, allowing teachers and administrators to plan ahead and prioritize student needs. This structured approach promotes consistency, accountability, and meaningful progress monitoring while ensuring that students receive timely academic and behavioral support.

Together, our positive school culture, strong relationships, opportunities for student connection, and well-organized MTSS process create a campus environment where students feel supported, valued, and connected—and where families feel confident in the educational experience we provide.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 70.9% of our 4th and 5th grade students report being engaged in their work.
Root Cause: Our data indicates that some 4th and 5th grade students need more consistent opportunities to be actively involved and invested in their learning. We need to strengthen student-centered instruction that promotes collaboration, choice, meaningful participation, and appropriate academic challenge.

Perceptions

Perceptions Summary

Each year, our parents, 4th and 5th grade students, and teachers complete surveys to provide input on key areas of our school experience. These results reflect the strong culture and climate of our campus and guide us as we continuously improve our practices. A few highlights of stakeholder feedback are included in the table below.

One area we are working to strengthen is lowering the number of office referrals for students in our common place areas (cafeteria, hallway, bathroom, specials, and playground). For the 2026-27 school year, we have created/implemented a schedule of teaching the expectations to students throughout the year. In addition, students are recognized for exhibiting the desired behaviors in that area.

Our PTA serves as an active and supportive partner by funding special programs, supporting teachers and students, and helping to coordinate celebrations and community events. Parents contribute through classroom support, volunteering at school events, special providing supplies, Watch Dogs, and chaperoning field trips.

We are fortunate to have a highly engaged and supportive community. For example, we maintain a strong partnership with Honest 1 Auto Care. Additionally, Morningside hosts a wide variety of family and community engagement events throughout the year, including monthly award assemblies, the Ice Cream Social, Mustang Monster Mash, Multicultural Night, grade-level music programs, Math/Reading Night, Science/Technology Night, Open House, Field Day, and Deck the Halls. Many of these events are scheduled after school to ensure working families are able to attend and participate.

Perceptions Strengths

Our campus celebrates a strong culture and welcoming environment as evidenced in our Qualtrics survey scores from parents and 4th/5th grade students. When parents were surveyed, 96.9% of parents report students are glade to come to school. 98.4% of our parents believe the school is focused on the health and wellbeing of the students. Our PTA is very active and continues to enrich our school with activities and volunteers that support students and teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the Qualtrics survey at the end of 2025-26, only 65.2% of staff felt as though they had the opportunity for feedback at a campus/district level.
Root Cause: Our data indicates that staff do not always feel they have consistent opportunities to provide meaningful feedback at the campus and district levels. We need to strengthen communication and create more consistent, accessible opportunities for staff voice and input to be heard and valued.

Priority Problem Statements

Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers.

Root Cause 1: The number of students in our school with multiple at-risk indicators has grown over the past few years including the addition of students from closed campuses. This year we have an increase in things such as percentage of students in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or in need of extra assistance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores in math are consistently lower than our reading scores. This was true in our iReady data as well.

Root Cause 2: Tier 1 instruction and engagement strategies for math need improvement.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 70.9% of our 4th and 5th grade students report being engaged in their work.

Root Cause 3: Our data indicates that some 4th and 5th grade students need more consistent opportunities to be actively involved and invested in their learning. We need to strengthen student-centered instruction that promotes collaboration, choice, meaningful participation, and appropriate academic challenge.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In the Qualtrics survey at the end of 2025-26, only 65.2% of staff felt as though they had the opportunity for feedback at a campus/district level.

Root Cause 4: Our data indicates that staff do not always feel they have consistent opportunities to provide meaningful feedback at the campus and district levels. We need to strengthen communication and create more consistent, accessible opportunities for staff voice and input to be heard and valued.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other
    - iReady math and reading 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- School safety data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Professional development needs assessment data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

Goals

Revised/Approved: August 25, 2026

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: By the end of the 2026-2027 school year, 100% of K-5 mathematics teachers will implement the Amplify High-Quality Instructional Materials (HQIM) with fidelity and align instruction to the One Vision Framework, as evidenced through campus walkthrough data.

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include:
iReady Math data
District benchmark CBA data
Spring STAAR data
Unit Math assessments from Amplify

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Campus leadership will conduct a minimum of eight focused instructional walkthroughs per month using the One Vision look-for tool, provide actionable feedback within 48 hours, and monitor implementation to ensure consistent, high-quality Tier I mathematics instruction across all grade levels. **Strategy's Expected Result/Impact:** Increase in engagement and rigor seen on walkthroughs over time Increase in content mastery on district benchmark tests when compared with 25-26 data Improved student achievement on Spring STAAR math assessment Consistent implementation of all parts of the Amplify program **Staff Responsible for Monitoring:** Campus administrators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Teachers will participate in instructional rehearsals to internalize the flow of the lesson and anticipate student responses during PLCs. **Strategy's Expected Result/Impact:** Teachers will be able to deliver math lessons with smooth transitions, engagement strategies, and deeper levels of questioning while anticipating misconceptions and student questions. This progress will be noted in walkthrough feedback. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $60				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers. **Root Cause**: The number of students in our school with multiple at-risk indicators has grown over the past few years including the addition of students from closed campuses. This year we have an increase in things such as percentage of students in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or in need of extra assistance.
Student Learning
Problem Statement 1: STAAR scores in math are consistently lower than our reading scores. This was true in our iReady data as well. **Root Cause**: Tier 1 instruction and engagement strategies for math need improvement.
School Processes & Programs
Problem Statement 1: Only 70.9% of our 4th and 5th grade students report being engaged in their work. **Root Cause**: Our data indicates that some 4th and 5th grade students need more consistent opportunities to be actively involved and invested in their learning. We need to strengthen student-centered instruction that promotes collaboration, choice, meaningful participation, and appropriate academic challenge.

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: The campus will implement consistent and effective Tier 1 Instructional Practices through the implementation of the One Vision framework and other research based instructional tools. **Strategy's Expected Result/Impact:** Increase student growth as measured by iReady. **Staff Responsible for Monitoring:** Teachers and administration **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Supplies for instruction - 211 - Title I, Part A - 211 E 11 6399 00 121 7 24 121 842 0000 - $7,000, Heggerty resources - 211 - Title I, Part A - 211 E 11 6399 00 121 7 24 121 842 0000 - $1,000, Math manipulatives - 211 - Title I, Part A - 211 E 11 6399 00 121 7 24 121 842 0000 - $2,000, Headphones - 211 - Title I, Part A - 211 E 11 6399 00 121 7 24 121 842 0000 - $1,807				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers. **Root Cause**: The number of students in our school with multiple at-risk indicators has grown over the past few years including the addition of students from closed campuses. This year we have an increase in things such as percentage of students in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or in need of extra assistance.

Student Learning

Problem Statement 1: STAAR scores in math are consistently lower than our reading scores. This was true in our iReady data as well. **Root Cause**: Tier 1 instruction and engagement strategies for math need improvement.

School Processes & Programs

Problem Statement 1: Only 70.9% of our 4th and 5th grade students report being engaged in their work. **Root Cause**: Our data indicates that some 4th and 5th grade students need more consistent opportunities to be actively involved and invested in their learning. We need to strengthen student-centered instruction that promotes collaboration, choice, meaningful participation, and appropriate academic challenge.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: By the end of the 2026-2027 school year, 100% of staff will consistently implement Safe & Civil behavior expectations and intervention strategies in classrooms and common areas, as evidenced through monthly campus walkthroughs and a decrease in discipline data as compared to 25-26. Staff will provide frequent positive verbal reinforcement and consistently utilize the campus behavior recognition system to reinforce expected behaviors.

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results
Discipline data
Walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Campus will implement a Spotted at Sea form so any staff member can nominate students displaying outstanding expectations in common areas including cafeteria, hallways, bathroom, and recess. **Strategy's Expected Result/Impact:** Increase in desired behaviors from the first day of school Decrease in discipline data as compared to 25-26 Increase student engagement and decrease in negative behaviors on classroom walkthroughs **Staff Responsible for Monitoring:** Campus administrators Classroom teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Campus will implement a First 30 Days Expectations Guide for all classroom teachers to implement. This includes mini lessons for our Mustang Must Haves, expectations for common places, classroom vs. office referral, how to earn school-wide incentives/rewards, technology expectations, etc. **Strategy's Expected Result/Impact:** All staff will be utilizing common language with students that is consistent and frequent Decrease in negative behaviors in classrooms and common places. 90% or higher implementation of identified Safe & Civil practices during walkthroughs Reduction in office discipline referrals and/or behavior incidents compared to the previous school year **Staff Responsible for Monitoring:** Campus Administrators for roll out Classroom Teachers for implementation **Title I:** 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Funding Sources:** Posters for Common Place Expectations - 211 - Title I, Part A - 211 E 11 6399 00 121 7 24 121 842 0000 - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: We will continue to improve the motor/learning lab that serves our 6 Life Skills classrooms. The organization and activity choices will help meet our students' sensory needs and gain life skills in a calm and welcoming environment. **Strategy's Expected Result/Impact:** Increase in life skill learning opportunities. **Staff Responsible for Monitoring:** Life Skills staff and Admin **Title I:** 2.51 **Funding Sources:** Supplies/equipmnet for Life Skills Motor/Learning lab - 211 - Title I, Part A - 211 E 11 6399 00 121 7 24 121 842 0000 - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: By the end of the 2026-2027 school year, the campus will strengthen shared governance by increasing staff participation in campus decision-making through the consistent use of staff surveys, Team Lead meetings, Building Leadership Team (BLT) meetings, and the Start/Stop Shared Governance protocol.

High Priority

Evaluation Data Sources: Documentation of stakeholder input
Scorecard measure to include campus feedback loop results
Start/Stop Feedback during PL
Feedback input shared with staff regularly
End of year Qualtrics survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Add input surveys to staff newsletter monthly to gather immediate feedback on school events, campus-wide systems, and programs we have in place. The stop/start protocol will also be used to gain input on campus needs/decisions. **Strategy's Expected Result/Impact:** Staff will feel valued and have input opportunities more frequently Shared feedback from staff to be shared at Team Leader meetings/Decisions made regarding feedback if needed Communication of outcomes following each feedback cycle Increase in positive staff responses related to shared decision-making on the district climate survey compared to the previous year. **Staff Responsible for Monitoring:** Campus Administrators Staff to provide input **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: By the end of the 2026-2027 school year, the campus will strengthen partnerships with families and the community by implementing a unified social media communication plan that highlights student learning, campus events, and opportunities for engagement.

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results
Brand ambassador input
Social media amplification scores and Analytics
Recognize someone feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: The campus will publish a minimum of three purposeful social media posts each week, monitor engagement data monthly, and increase overall social media engagement by 20% over the previous school year. **Strategy's Expected Result/Impact:** An increase in positive family and community responses related to campus communication and engagement on the district climate survey **Staff Responsible for Monitoring:** Campus Administrators Campus Brand Ambassador **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers. **Title I:** 2.51, 2.53 **Funding Sources:** Extra duty pay for paras to help manage events (Multicultural Night, Math/ELAR night; Tech/ Science Niight - 211 - Title I, Part A - 211 E 61 6121 00 121 7 24 000 842 0000 - $2,000, Supplies for families to take home to support learning from curriculum nights. - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 121 7 24 121 842 0000 - $664				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Morningside ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies. Our staff members on the BLT are elected by the staff. Our community members and parent members volunteer to be on our BLT

CNA information, dates of meetings, and other documentation can be found in the Title I crate.

1.2: Location for Evidence of Multiple Meetings Held

Morningside ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

CNA information, dates of meetings, and other documentation can be found in the Title I crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Morningside ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Morningside ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Morningside ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Morningside ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Morningside ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Morningside ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Oden, Lori	Title 1 Elem Instructional Facilitator	Title 1 Part A	.33

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026