

# MORNINGSIDE ELEMENTARY

## **Campus Improvement Plan**

2011/2013

*No Excuse*

Date Reviewed: 09/07/11

Date Approved:

# MORNINGSIDE ELEMENTARY

## **Mission**

*We are committed to creating a school community that knows no limits to the academic success of each student.*

## **Vision**

*Every student will be proficient in reading, writing, and math.*


### Nondiscrimination Notice

MORNINGSIDE ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.


# MORNINGSIDE ELEMENTARY Site Base

Name	Position
Allen, James	Business
Catherall, Mary	Teacher
Gross, Paula	Teacher
Holloman, Don	Community
Johnson, Cindy	Parent
Robinett, Sherry	Teacher
Smith, Stacy	Teacher
Wilson, Haley	Teacher

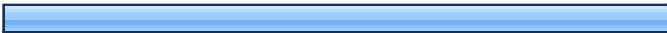
**1. The campus implements a plan to align and coordinate the curriculum.**

		Response Percent	Response Count
Agree		100.0%	29
Disagree		0.0%	0
	Comment		0
answered question			29
skipped question			0


**2. The campus provides offerings in the curriculum to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)**

		Response Percent	Response Count
Agree		100.0%	29
Disagree		0.0%	0
	Comment		1
answered question			29
skipped question			0


**3. The campus provides vertical and horizontal alignment of its curriculum through instructional coordination.**

		Response Percent	Response Count
Agree		100.0%	29
Disagree		0.0%	0
	Comment		0
answered question			29
skipped question			0

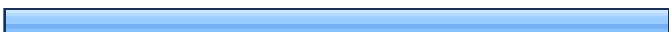
**4. Principals (with advisement from curriculum directors and the SBDM team) monitor development of curriculum.**

		Response Percent	Response Count
Agree		100.0%	27
Disagree		0.0%	0
	Comment		2
answered question			27
skipped question			2


**5. The district provides a classroom learning environment which maximizes learning time.**

		Response Percent	Response Count
Agree		100.0%	29
Disagree		0.0%	0
	Comment		0
	answered question		29
	skipped question		0



**6. Students are encouraged and challenged to meet their full potential and demonstrate exemplary performance in reading, writing, math, science.**

		Response Percent	Response Count
Agree		100.0%	29
Disagree		0.0%	0
	Comment		0
	answered question		29
	skipped question		0


**7. The campus promotes accountability and achievement.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment		1
	answered question		28
	skipped question		1


**8. The campus has taken necessary steps to ensure that discipline and classroom management will be consistent at this school.**

		Response Percent	Response Count
Agree		96.6%	28
Disagree		3.4%	1
	Comment		0
<b>answered question</b>			<b>29</b>
<b>skipped question</b>			<b>0</b>


**9. The campus boosts spirit, pride and morale.**

		Response Percent	Response Count
Agree		100.0%	27
Disagree		0.0%	0
	Comment		1
<b>answered question</b>			<b>27</b>
<b>skipped question</b>			<b>2</b>

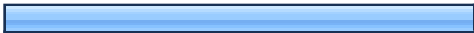

**10. The district and/or campus provides staff development opportunities for all personnel to meet identified need in order to increase student performance.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment		0
answered question			28
skipped question			1



**11. The district and/or campus provides staff development opportunities for all personnel to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
answered question			28
skipped question			1



**12. The district and/or campus provides staff development for violence prevention and intervention as well as dating violence and bullying.**

		Response Percent	Response Count
Agree		70.4%	19
Disagree		29.6%	8
	Comment		3
answered question			27
skipped question			2


**13. The district and/or campus provides staff development for conflict resolution and discipline strategies including classroom management, district discipline procedures, etc.**

		Response Percent	Response Count
Agree		96.2%	25
Disagree		3.8%	1
	Comment		2
answered question			26
skipped question			3



**14. The campus recruits and retains Highly Qualified teachers.**

		Response Percent	Response Count
Agree		96.4%	27
Disagree		3.6%	1
	Comment		0
answered question			28
skipped question			1



**15. The campus has developed a variety of communication options to enable clear, concise and accurate exchange of information, and understanding and implementation of policy with the community, parents, teachers and students.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment:		1
answered question			28
skipped question			1

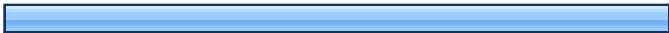
**16. The campus provides opportunities for the sharing of best teaching practices.**

		Response Percent	Response Count
Agree		92.6%	25
Disagree		7.4%	2
	Comment		1
<b>answered question</b>			<b>27</b>
<b>skipped question</b>			<b>2</b>


**17. Overall, teachers on this campus participate in and share ideas with colleagues.**

		Response Percent	Response Count
Agree		92.3%	24
Disagree		7.7%	2
	Comment		1
<b>answered question</b>			<b>26</b>
<b>skipped question</b>			<b>3</b>

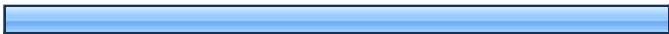
**18. The campus encourages parent involvement through staff communication and school programs related to inclusive parent involvement.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment:		0
answered question			28
skipped question			1


**19. The campus is making efforts to increase parental and community involvement and awareness of what is happening at the campus.**

		Response Percent	Response Count
Agree		100.0%	26
Disagree		0.0%	0
	Comment:		1
answered question			26
skipped question			3


**20. The campus provides a well-balanced and appropriate curriculum to all students utilizing creative and innovative techniques in instruction and technology.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment		0
answered question			28
skipped question			1


**21. The campus has set well-defined behavioral standards to create a safe learning environment based upon high expectations.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment		0
answered question			28
skipped question			1


**22. The campus provides a safe and orderly learning environment.**

		Response Percent	Response Count
Agree		100.0%	27
Disagree		0.0%	0
	Comment:		0
answered question			27
skipped question			2

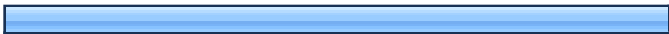
**23. The district and/or campus has established local criteria for identifying At-Risk students in grades PK-4.**

		Response Percent	Response Count
Agree		100.0%	26
Disagree		0.0%	0
	Comment		1
answered question			26
skipped question			3



**24. The district and/or campus has policies in place to identify and serve At-risk students appropriately.**

		Response Percent	Response Count
Agree		100.0%	28
Disagree		0.0%	0
	Comment		0
answered question			28
skipped question			1

**25. The campus has taken necessary steps to improve attendance.**

		Response Percent	Response Count
Agree		100.0%	25
Disagree		0.0%	0
	Comment		3
	answered question		25
	skipped question		4

**26. The campus has strategies in place to promote attendance so that the attendance rate will meet or exceed the exemplary rating standards for all students.**

		Response Percent	Response Count
Agree		91.3%	21
Disagree		8.7%	2
	Comment		6
	answered question		23
	skipped question		6

**27. Comment on any school related program, activity, etc you feel is a strength or need. Be specific.**

	Response Count
	7
answered question	7
skipped question	22

## **Morningside Needs Assessment Summary 2011-2012**

The major strengths and areas of need for the 2010 – 2011 school year, as identified by the needs assessment will be:

### Areas of Strengths:

1. The campus implements a plan to align and coordinate the curriculum.
2. The campus provides vertical and horizontal alignment of its curriculum through instructional coordination.
3. Students are encouraged and challenged to meet their full potential and demonstrate exemplary performance in reading, writing, math, science.
4. The campus promotes accountability and achievement.
5. The campus recruits and retains Highly Qualified teachers.
6. The campus encourages parent involvement through staff communication and school programs related to inclusive parent involvement.
7. The campus is making efforts to increase parental and community involvement and awareness of what is happening at the campus.
8. The campus has set well-defined behavioral standards to create a safe learning environment based upon high expectations.

### Areas of Need:

1. Staff development opportunities for violence prevention and bullying
2. Staff development opportunities to meet the diverse needs of students
3. Communication with community, parents, teachers, and students
4. Identify and serving at-risk students
5. LEP scores in all areas of TAKS except writing
6. Economically Disadvantage performance on State Assessment



# TAKS Demographics by Subject for All Grades for MORNINGSIDE EL

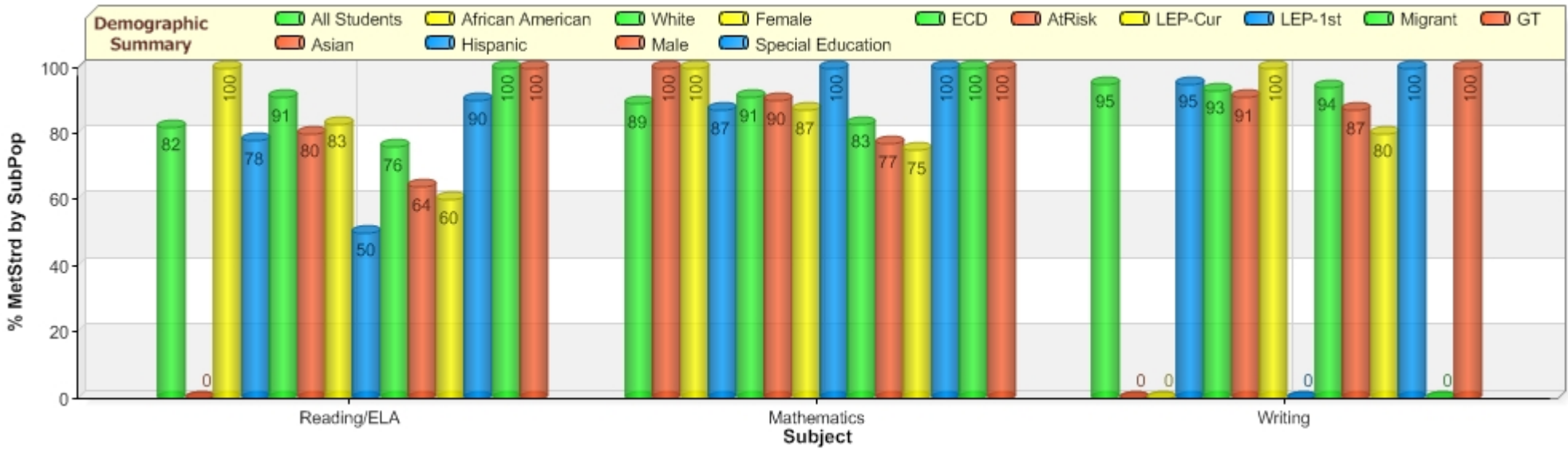
Year: 2011 Language(s): English Test Version(s): TAKS, TAKS-Acc Score Code(s): S  
 Calculation Option: MetStrd Retests: First Administrations Source: Admin  
 Grade(s): 03, 04

SubPopulation	Reading/ELA			Mathematics			Writing		
	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	115	94	82%	115	102	89%	57	54	95%
Asian	1	0	0%	1	1	100%	0	0	0%
African American	2	2	100%	2	2	100%	0	0	0%
Hispanic	79	62	78%	79	69	87%	42	40	95%
White	33	30	91%	33	30	91%	15	14	93%
Male	61	49	80%	61	55	90%	34	31	91%
Female	54	45	83%	54	47	87%	23	23	100%
Special Education	2	1	50%	2	2	100%	1	0	0%
ECD	72	55	76%	72	60	83%	35	33	94%
AtRisk	39	25	64%	39	30	77%	23	20	87%
LEP-Cur	20	12	60%	20	15	75%	10	8	80%
LEP-1st	10	9	90%	10	10	100%	5	5	100%
Migrant	2	2	100%	2	2	100%	0	0	0%
GT	4	4	100%	4	4	100%	1	1	100%



# TAKS Demographics by Subject for All Grades for MORNINGSIDE EL

Year: 2011 Language(s): English Test Version(s): TAKS, TAKS-Acc Score Code(s): S  
 Calculation Option: MetStrd Retests: First Administrations Source: Admin  
 Grade(s): 03, 04





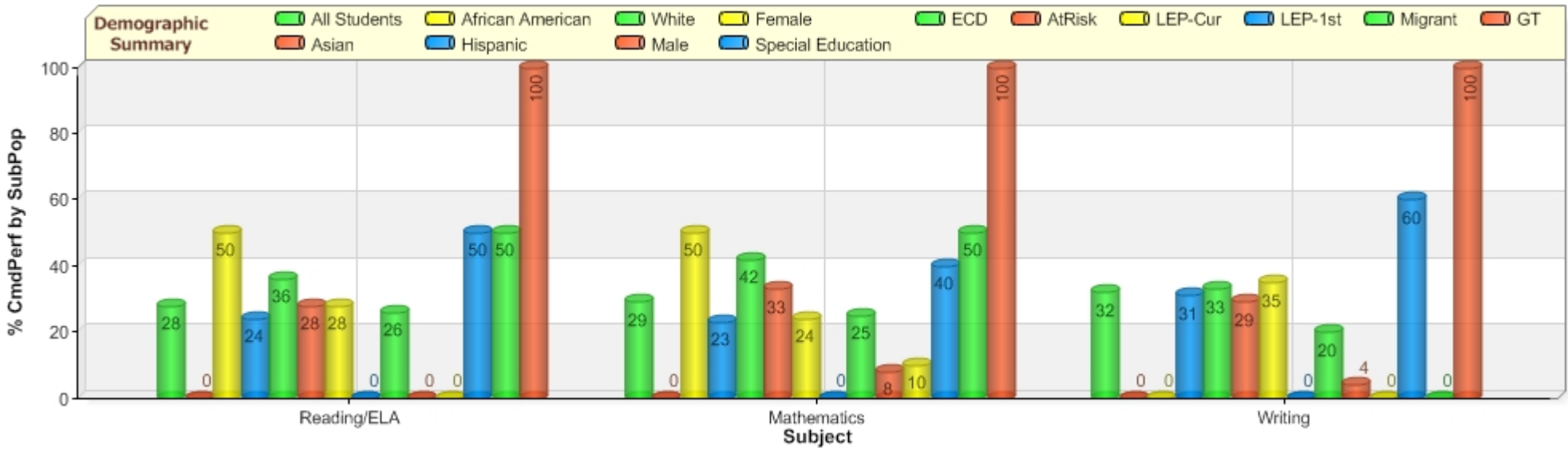
# TAKS Demographics by Subject for All Grades for MORNINGSIDE EL

Year: 2011 Language(s): English Test Version(s): TAKS, TAKS-Acc Score Code(s): S  
 Calculation Option: CmdPerf Retests: First Administrations Source: Admin  
 Grade(s): 03, 04

SubPopulation	Reading/ELA			Mathematics			Writing		
	Tested	CPrf	CPrf%	Tested	CPrf	CPrf%	Tested	CPrf	CPrf%
All Students	115	32	28%	115	33	29%	57	18	32%
Asian	1	0	0%	1	0	0%	0	0	0%
African American	2	1	50%	2	1	50%	0	0	0%
Hispanic	79	19	24%	79	18	23%	42	13	31%
White	33	12	36%	33	14	42%	15	5	33%
Male	61	17	28%	61	20	33%	34	10	29%
Female	54	15	28%	54	13	24%	23	8	35%
Special Education	2	0	0%	2	0	0%	1	0	0%
ECD	72	19	26%	72	18	25%	35	7	20%
AtRisk	39	0	0%	39	3	8%	23	1	4%
LEP-Cur	20	0	0%	20	2	10%	10	0	0%
LEP-1st	10	5	50%	10	4	40%	5	3	60%
Migrant	2	1	50%	2	1	50%	0	0	0%
GT	4	4	100%	4	4	100%	1	1	100%

# TAKS Demographics by Subject for All Grades for MORNINGSIDE EL

Year: 2011 Language(s): English Test Version(s): TAKS, TAKS-Acc Score Code(s): S  
 Calculation Option: CmdPerf Retests: First Administrations Source: Admin  
 Grade(s): 03, 04



## **Stage 2 School Improvement Requirements**

### **School Improvement**

Morningside Elementary missed Adequate Yearly Progress in Reading (Performance) for the All Student, Hispanic, and Economically Disadvantaged Student Groups. The Math (Performance) standard was also missed for the Economically Disadvantaged Student Group. The reading performance target was 80% passing. The passing rate for All Students was 71%, Hispanic students was 78% and Economically Disadvantaged students was 62%. The math performance target was 75% passing. The passing rate for Economically Disadvantaged students was 71%.

### **Goal for 2011-2012**

Adequate Yearly Progress Performance Safe Harbor Target in both Reading and Math for affected sub-groups: In analyzing the data the largest groups of students affecting the campus's AYP results are ELL and economically disadvantaged. The campus's objective with these groups as well as all other groups is meeting the Safe Harbor Target. Performance Improvement/Safe Harbor for the measure is met if there is:

> a 10% decrease from the prior year in percentage of students counted as not proficient in the subject (Reading/English Language Arts or Mathematics), **and**

> meet the absolute goal or standard for the pertinent other measure

*or*

achieve the required improvement for the relevant indicator.

### **Action Plan for 2011-2012**

The campus will utilize the strategies outlined in the Campus Improvement Plan Goals, Objectives and Strategies to improve student performance in all areas.

### **Criteria**

Title I, Part A campus identified for Stage 1 School Improvement in the previous school year that subsequently misses AYP for the same indicator for the third consecutive year.

### **Stage 2 Requirements**

In addition to continuing to fulfill the Title I AYP Requirements from Stage 1, LEAs with campuses in Stage 2 must ensure that supplemental educational services are available to eligible students. SES parent notification packets must be disseminated to the parents of eligible students not later than the uniform start date for school each year. The SES packet must contain the following: the availability of services, the identity of approved providers of those services, and a brief description of the

services, qualifications, and demonstrated effectiveness of each provider. The Parent Notification Packet for SES Services, School Choice and notice about the school's identified for improvement status was sent to parents on June 8, 2011. A copy of the packet can be found at the campus office as well as the Assistant Superintendent for Instruction office.

### Supplemental Educational Services

The LEA is required to arrange for the provision of supplemental educational services for students from low-income families. For purposes of Title I AYP Requirements, supplemental educational services are defined as tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the state assessment and to assist them in attaining proficiency in meeting the state's academic achievement standards.

If parents of these students wish to have their child receive supplemental educational services, they must choose a provider from the list of approved service providers that is developed and maintained by the state. In so doing, the LEA must: assist parents in choosing a provider from the list of approved service providers maintained by the State (the list of approved service providers is available through the Agency's NCLB website at [http://www.tea.state.tx.us/index4.aspx?id=6517&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=6517&menu_id=798). apply fair and equitable procedures for serving students; and not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.

The LEA shall enter into an agreement with an approved provider. The agreement shall— require the LEA to develop in consultation with parents and the provider chosen by the parents—

- a statement of specific achievement goals for the student;
- how the student's progress will be measured;
- a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under Individuals with Disabilities Education Act (IDEA);
- describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;
- provide for the termination of such agreement if the provider is unable to meet such goals and timetables;
- contain provisions with respect to the making of payments to the provider by the LEA; and
- prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.

### Student Eligibility for Supplemental Educational Services:

All students from low-income families (as defined by the LEA in determining Title I, Part A campus allocations) are eligible to request supplemental educational services. However, if funds are insufficient for the LEA to meet all requests for supplemental educational services, the LEA must give priority to the lowest achieving students from low-income families.

### Additional Requirements for Campuses in Stage 2 School Improvement in Texas

The following are required for Stage 2 campuses that apply for and accept the Title I School Improvement Grant.

1. The continuing campus principal must participate in the Stage Requirement webinar specific to Stage 2 offered by the School Improvement Resource Center (SIRC) after the release of the AYP designations. Principals new to a SIP campus must alternatively attend one of five SIRC Introductory meetings to be held across the state in September 2011. LEA administrators are strongly encouraged to attend with the campus principal. For more information go to SIRC's website at [www.sirctexas.net](http://www.sirctexas.net)
2. The campus principal and campus personnel must participate in the Texas School Improvement (TSI) Conference provided by SIRC. District personnel are encouraged to attend. For more information go to SIRC's website [www.sirctexas.net](http://www.sirctexas.net).
3. The campus administrative team must participate in the Transforming Classroom Practice book study or have an equivalent book study project approved by SIRC.
4. The campus will submit their Campus Improvement Plan to SIRC by the designated timeline.
5. An LEA with campuses in Stage 2 or above must implement the state required EZSES Management System.
6. Campuses in Stage 2 or above must participate in TEAs required external technical assistance (TAP) program. TAP services are pre-paid by TEA through the School Improvement Resource Center (SIRC) at Region XIII Education Service Center. By completing the electronic signature and submitting the Title I School Improvement Grant application for funding in eGrants, the superintendent or designee is agreeing 1) that the principal will participate in the TAP program, and 2) that the TAP services will be pre-paid.
7. Campuses in Stage 2 or above, that have less than 100% of core academic subject area classes taught by highly qualified teachers at the beginning of the school year, must submit the campus' Highly Qualified Teacher Continuous Improvement Plan to TEA by the designated deadline.
8. A district with campuses in Stage 2 or above must participate in the Evaluation of Supplemental Educational Services.
9. TEA will approve pre-award costs for any SIP-related costs not requiring specific approval incurred by the campus as of July 1, 2011. Campuses accepting School Improvement Program funds must expend at least 75% of the current year SIP campus allocation. Failure to meet this requirement may cause the LEA's 2012 Initial Compliance Review (ICR) score in the 2012 NCLB desk audit process and subsequent Performance-Based Monitoring (PBM) interventions to be elevated.

#### 11. Public School Choice Website Reporting Requirement

Districts with campuses in Title I School Improvement are required to post specific information related to public school choice (SC) on their website. Guidance requires LEAs to post three (3) data components to the Internet in a timely manner; however, the list of available schools to which eligible students may transfer must be displayed sufficiently in advance of, but no later than 14 calendar days before, the start of the school year. (See SC Guidance at: LEAs that have not already posted the required SC data to their district and/or campus (es) websites should continue to work with district staff to post the required information.

To comply with this website reporting requirement, LEAs must display the following on their website no later than September 30, 2011:

Beginning with 2007–08 data and for each subsequent year:

- a. the number of students eligible for SC.
- b. the number of students participating in SC.

In addition, for the current 2011-2012 school year:

3) a list of available schools to which students eligible to participate in school choice may transfer. TEA will conduct a review of LEA websites, to review the School Choice data reporting requirements.

Districts that do not have a website, or for questions regarding this data requirement, please contact Becca Marsh, SES State Coordinator, at (512) 936-2256 or [becca.marsh@tea.state.tx.us](mailto:becca.marsh@tea.state.tx.us).

#### 12. Supplemental Educational Services Website Reporting Requirement

Districts with campuses in Title I School Improvement Stages 2 or above are required to post specific information related to Supplemental Educational Services (SES) on their website. Guidance requires LEAs to post four required data components to the Internet as close to the school start date as possible, and that the data are regularly updated throughout the school year (see SES Guidance questions at:

[http://www.tea.state.tx.us/index4.aspx?id=2147484923&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=2147484923&menu_id=798)).

To comply with this website reporting requirement, LEAs must display the following on their website, beginning with 2007–08 data:

- a) the number of students eligible for SES.
- b) the number of students participating in SES.

In addition, for the current 2011-2012 school year:

- c) a list of approved SES providers that can serve the LEA.
- d) the location where SES will be provided, by provider.

TEA will conduct a review of LEA websites to review the SES data reporting requirements.

Districts that do not have a website, or for questions regarding this data requirement, please contact Becca Marsh, SES State Coordinator, at (512) 936-2256 or [becca.marsh@tea.state.tx.us](mailto:becca.marsh@tea.state.tx.us).

### 13. 20 Percent Set-aside Reservation Reallocation Process and Procedures

LEAs that expend less than the amount needed to meet their 20 percent obligation for SES, SC, and parent outreach and assistance must either:

- a. in the subsequent school year, expend the remaining amount, in addition to the 20 percent obligation for that school year, on choice-related transportation, SES, or parent outreach and assistance, OR
- b. request to reallocate the unexpended amount for other allowable activities in a given school year by notifying the Division of NCLB Program Coordination at the TEA. The process and procedures, including submission deadlines, is located at: [http://www.tea.state.tx.us/index4.aspx?id=6516&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=6516&menu_id=798).

For questions or further information on the reallocation process, please contact, Becca Marsh, SES State Coordinator, at (512) 936-2256 or [becca.marsh@tea.state.tx.us](mailto:becca.marsh@tea.state.tx.us).

# Resources

Resource	Source
IDEA Formula	Federal
TIC Migrant	Federal
Title I - SIP	Federal
Title IA	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
Dumas Education Foundation	Other
State Compensatory	State
State SpEd	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2011/2013 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# Title IA Schoolwide Components

**Components of Schoolwide Program:** Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** Morningside will refine its Eight Step Process to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, AEIS, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mini-assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	May 2012, '14	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of CScope (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Lead Teacher, Secondary Curriculum Director	December 2011, '13 and May 2012, '14	(L)Local Funds	Formative - Increase in state assessment scores
3. Interventions provided for students who are having difficulty with speech. (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2011-13 and May 2012-14	(O)FTEs - 1, (S)State SpEd - \$29,680	Formative - Student progress by IEP gains.

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** Morningside will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for 1st grader at-risk students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	January and May 2012-'14	(O)FTEs - 2, (S)State Compensatory - \$95,778	Formative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coordinators (Title I SW: 7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal	Each reporting period	(O)FTEs - 1, (S)State Compensatory - \$54,768	Formative - Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Title I TA: 2) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Aug. 2011, '13 and May 2012, '14	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Abydos writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Secondary Curriculum Director	September 2011,'13 and February 2012, '14	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Before and/or afterschool Tutorial program (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	January and May 2012, '13	(F)Title I - SIP - \$3,000, (L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
6. Additional teacher units to provide smaller class size for ELA/Reading (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	January and May 2012, '14	(O)FTEs - 1, (S)CTE - \$42,500	Formative - Increased reading levels and state assessment scores
7. Additional teacher units to provide smaller class size for math (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	January and May 2012, '14	(O)FTEs - 1, (S)State Compensatory - \$42,500	Formative - Increased math state assessment scores.
8. Science projects (i.e., Science Starters, Cscope) (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal	January and May 2012, '14	(L)Local Funds	Formative - Increased science state and local assessment scores.

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** Morningside will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Study Island (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Principal	January and May 2012-14	(L)Local Funds	Formative - Increased state and local assessment scores
10. Supplemental intervention material provided for migrant students (Title I SW: 1,9,10) (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal	January and May 2012-14	(L)Local Funds	Formative - Increased migrant students' state assessment scores
11. Transfer requests by current teachers and placement of new teachers will be reviewed by the Assistant Superintendent for Personnel to ensure high quality teachers are placed in higher need schools and programs first. (Title I SW: 3,5) (Title I TA: 5) (Target Group: AtRisk) (NCLB: 3)	Assistant Superintendent for Personnel	August 2011-'13 and May 2012-14	(L)Local Funds	Formative - Increased student state assessment scores
12. Training provided for data disaggregation and collaboration. (Title I SW: 2,4,8) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Principal	August 2011	(F)Title I - SIP	Formative - Increased student state assessment scores
13. Training on assessment development (Title I SW: 1,4,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Principal	September 2011	(L)Local Funds	Formative - Increased student state assessment scores
14. Classworks (Title I SW: 1,8) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Ongoing	(L)Local Funds	Formative - Improved scores on state assessments

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** Morningside will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, AEIS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Principal, Special Services Director	May 2012-14	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using CLASS and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director	January and May 2012-14	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
3. Bilingual Transition and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal	January and May 2012-14	(F)Title IA - \$59,356, (F)Title III Bilingual / ESL - \$12,710, (O)FTEs - 2	Formative - Increased scores on LEP student state assessment
4. Provide assistance to LEP students (Title I SW: 1,9) (Target Group: ESL) (NCLB: 1,2)	Assistant Superintendent for Instruction, Principal	Ongoing		Formative - Increased scores on TELPAS
5. Provide training on "50 Strategies for ELL Learners" (Title I SW: 1,4) (Title I TA: 2) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal	August 2011	(F)Title I - SIP - \$2,295	Formative - Increased scores on state assessments
6. Weekly grade level teaming meetings to discuss curriculum and student progress (Title I SW: 1,2,9) (Target Group: All, LEP) (NCLB: 1,2)	Elementary Curriculum Director, Principal	Weekly	(L)Local Funds	Formative - Increased scores on state assessments
7. Use of Rosetta Stone for ELL learners (Title I SW: 1,9) (Title I TA: 3) (Target Group: LEP) (NCLB: 1,2)	Assistant Superintendent for Instruction, Principal	Weekly	(L)Local Funds	Formative - Increased scores on state assessments

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** Morningside will provide intensive interventions and remediations for students below the 10% range as measured by AimsWeb technology. Summative Evaluation: state assessment results, AEIS, AimsWeb graphs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AimsWeb technology will be used to screen all students in grades kindergarten through fourth three times per year (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	September 2011-13, January 2012-14, and May 12-14	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from RTI teachers and assistants (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director	September 2011-13, Jan 2012-14 and May 2012-14	(F)Title IA - \$15,702, (O)FTEs - 1, (S)State Compensatory - \$32,004	Formative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director	January and May 2012-14	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director	September 2011-13, Jan 2012-14 and May 2012-14	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. The Language! Intervention will be used for Tier II and III students by trained personnel (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director	Each grading period	(O)FTEs - 0, (S)State Compensatory - \$0	Formative - Increased AimsWeb scores
6. Use of mobile carts to provide Rtl programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Core Subject Teachers, Principal, Special Services Director	September 2011-13, Jan 2012-14 and May 2012-14	(L)Local Funds	Formative - Increased state assessment scores

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 5.** Morningside will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May 2012	(O)FTEs - 2	Formative - Increased student progress on kindergarten testing.
2. PPCD Class for eligible students (Title I SW: 7,9) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2011-13 and May 2012-14	(F)IDEA Formula - \$90,642, (O)FTEs - 4, (S)State SpEd	Formative - Student progress by IEP gains
3. PK Inclusion class (Title I SW: 7,9) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2011-13 and May 2012-14	(F)IDEA Formula, (O)FTEs - 0, (S)State SpEd	Formative - Student progress by IEP gains.
4. Migrant student eligibility for medical assistance and school supplies when needed (Title I SW: 9) (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction, Principal	September 2011-13 and May 2012-14		Formative - Increased attendance and readiness among migrant students
5. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Director of Student Services	May 2012-14	(L)Local Funds	Formative - Increased interest in PK classes
6. Transition activities for entering Kindergarteners at elementaries (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August 2011-13	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
7. Raising Readers to educate K and 1st grade student parents on reading skills and strategies (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	October 2011-13	(F)Title IA - \$300	Formative - Student progress on K and 1st assessments
8. Life Skills classes for eligible students. (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2011-13 and May 2012-14	(F)IDEA Formula - \$174,611	Formative - Student progress by IEP gains
9. Instruction provided for Visually impaired students (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2011-13 and May 2012-14	(F)IDEA Formula	Formative - Student progress by IEP gains

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 6.** Morningside will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful.  
Summative evaluation: discipline records, attendance records, completion and dropout rates, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	January and May 2012-13	(S)State Compensatory	Formative - Increased reading proficiency among participants

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 7.** Morningside will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Director of Student Services	August 2011- August 2013	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school
2. Morningside will provide homebound instruction (Title I SW: 9) (Title I TA: 4) (Target Group: AtRisk) (NCLB: 1)	Principal, Special Services Director	As needed	(F)Title IA	Formative - Increase number of homebound students prepared to return to school

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 8.** Morningside will participate in the Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Title I SW: 4,10) (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction	May 2012-May 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

# MORNINGSIDE ELEMENTARY

**Goal 1.** Morningside Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 9.** Morningside will implement a School Health Advisory Council in accordance with the state (19 TAC 74.31 and district (EHAA (Legal)) policy to insure that local community values are reflected in the district's health education instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fitnessgram results will be analyzed in the following areas and results will be used in planning. (Target Group: All)	Assistant Superintendent for Instruction, Principal	Spring 2011-13	(L)Local Funds	Formative - Increase in student fitness
2. Provide moderate to vigorous physical activity for all students through PE classes and recess time. (Target Group: All)	Assistant Superintendent for Instruction, Principal	Ongoing	(L)Local Funds	Formative - Increase in student fitness
3. Coordinated Approach to Child Health (CATCH) will be fully implemented in grades PK-4. (Title I TA: 8) (Target Group: All)	Assistant Superintendent for Instruction, Principal	Fall 2011-'13, May 2012-'14	(L)Local Funds	Formative - Evaluation of Campus CATCH Strategic Plan
4. Staff will be made aware of opportunities to participate in training and programs related to healthy eating and physical activity. (Target Group: All)	Assistant Superintendent for Instruction, Principal	Fall 2011-'13, May 2012-14	(L)Local Funds	Formative - Increase in staff fitness

# MORNINGSIDE ELEMENTARY

**Goal 2.** Morningside Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Morningside will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2012-14	(F)Title IIA Principal and Teacher Improvement - \$1,500	Formative - Increased state assessment scores
2. Morningside will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	As provided	(F)Title IIA Principal and Teacher Improvement - \$1,000	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Title I SW: 1,4) (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2012-14	(F)Title IIA Principal and Teacher Improvement - \$2,400	Formative - Increased state assessment scores.
4. Abydos refresher module (Title I SW: 4) (Target Group: All) (NCLB: 3)	Lead Teacher, Secondary Curriculum Director	October 2011-13	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments
5. Fred Jones Positive Classroom Management refresher (Title I SW: 4) (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	October 2011-13 and April 2012-14	(L)Local Funds	Formative - Decreased student office referrals
6. Shurley Method module (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Lead Teacher	October 2011-13	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments.
7. 50 Strategies for ELL Learners (Title I SW: 4) (Title I TA: 1,3,6) (Target Group: ESL, LEP) (NCLB: 1,2)	Assistant Superintendent for Instruction, Principal	August 2011	(F)Title I - SIP - \$2,500	Formative - Increased LEP students' scores on state assessments.
8. Quantum Learning training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	August 2011-13 and May 2012-14		Formative - Increased scores on state assessments.
9. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Title I SW: 4) (Title I TA: 8) (Target Group: SPED) (NCLB: 3)	Special Services Director	October 2011-13	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.

# MORNINGSIDE ELEMENTARY

**Goal 2.** Morningside Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Morningside will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Balanced literacy trainings (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Lead Teacher	January and May 2012-14	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
11. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Campus Instructional Technologist, Director of Student Services, Instructional Technology Coordinator	October 2011-13	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
12. Technology modules (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	October 2011-13 and April 2012-14	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
13. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Lead Teacher	October 2011	(L)Local Funds	Formative - Increased awareness of LEP student needs
14. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director	October 2011-13	(F)Title IIA Principal and Teacher Improvement - \$875	Formative - Increased state assessment scores
15. Abydos trainers will attend the annual conference (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	As scheduled	(L)Local Funds	Formative - Increased Reading/ELA scores on state assessments
16. Professional development activities to address the indicators for school improvement. (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,2,3)	Principal	December 2011, May 2012, August 2012, May 2013	(F)Title IA	Formative - Formative: Increased state assessment scores.
17. Campus mentoring program for first year teachers. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 3)	Principal	December 2011, May 2012, August 2012, and May 2013	(L)Local Funds	Formative - Formative: Increased state assessment results.

# MORNINGSIDE ELEMENTARY

**Goal 3.** Morningside Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 1.** Morningside will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August 2011-13 and May 2012-14	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Morningside will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Monthly	(F)Title III Bilingual / ESL - \$500	Formative - Increased parent involvement on campuses
3. Morningside will employ a Burmese translator (Title I SW: 6) (Target Group: ESL, Migrant, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	August 2011-13 and May 2012-14	(F)TIC Migrant - \$25,261, (O)FTEs - 1	Formative - Increased parent involvement on campuses

# MORNINGSIDE ELEMENTARY

**Goal 3.** Morningside Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 2.** Morningside will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 2nd grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall 2011-13 and Spring 2012-14	(L)Local Funds	Formative - Increased parental involvement
2. 3rd - 4th grade teachers will meet with parents to review report cards and student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall 2011-13	(L)Local Funds	Formative - Increased parental involvement
3. Back to School Nights (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	August 2011-13	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	Fall 2011-13	(L)Local Funds	Formative - Increased parental involvement
5. Morningside will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Jan. '12-14, May. '12-14	(F)Title IA - \$655	Formative - Increased parental involvement

# MORNINGSIDE ELEMENTARY

**Goal 4.** Morningside Elementary will create and maintain a safe learning environment.

**Objective 1.** Morningside will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation	January and May 2012-14	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November 2011-13	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Special Services Director	October 2011-13	(F)IDEA Formula	Formative - Better understanding of conflict resolution
4. Morningside will conduct fire, tornado, drop & cover, shelter-in-place, and reverse evacuation drills (Target Group: All) (NCLB: 4)	Principal	Monthly	(L)Local Funds	Formative - Maintain safety of students

# MORNINGSIDE ELEMENTARY

**Goal 4.** Morningside Elementary will create and maintain a safe learning environment.

**Objective 2.** Morningside will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success.  
Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts materials for each campus (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s)	August 2011-13	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s)	January and May 2012-14	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s)	February 2012-14	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Teacher(s)	January and May 2012-14	(L)Local Funds	Formative - Increased student awareness

# MORNINGSIDE ELEMENTARY

**Goal 4.** Morningside Elementary will create and maintain a safe learning environment.

**Objective 3.** Morningside will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dave Lessons will be taught during morning assembly (Title I SW: 9) (Target Group: All) (NCLB: 4)	School Police Chief, Secondary Curriculum Director	Jan. '12-14 and May '12-14	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse 2-4, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Superintendent	May 2012-'14	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines will perform random campus sweeps at DHS and DJHS. Available to elementaries and DIS when requested. (Target Group: All) (NCLB: 4)	School Police Chief, Secondary Curriculum Director	Twice monthly	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
4. Each core K-4 teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator	Dec. '11-13 and May '12-14	(L)Local Funds	Formative - Increased student awareness
5. Fire safety assembly (Target Group: All) (NCLB: 4)	Principal	October 2011-13	(L)Local Funds	Formative - Increased student awareness

## Migrant Program Activities - Elementary

**Migrant Services Coordination:** Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.

**Migrant Services Coordination:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.

**Students in Grades 3-11:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.

**Early Childhood/School Readiness:** Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.

# **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless\*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

\***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
  - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

## **At-Risk Criteria (continued)**

### **Student Eligibility Using Local Criteria**

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

## Dumas ISD Highly Qualified Teacher Plan 2011-12

<b>Goal</b>	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
<b>Performance Measure</b>	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2011-12				
	2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2011-12				
	3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2011-12				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2011-12				
	5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers				
	6. Attract and retain highly qualified teachers.				
	7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.				
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations				
<b>Strategy/Activity</b>	<b>Population</b>	<b>Person Responsible</b>	<b>Budget/Resource</b>	<b>Formative Assessment</b>	<b>Timeline</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds Title II, A - \$6500	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Assistant Superintendent for Personnel , Mentor Teachers, Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/Apri/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds Title II, A - \$500	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May