

MORNINGSIDE ELEMENTARY

Campus Improvement Plan

2017/2018

A "No Excuses University"

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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, science, 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
Cadenhead, Kezi	Teacher
Floyd, Melissa	Teacher
Holzworth, Kaci	Teacher
Smith, Stacy	Teacher
Stegall, Brett	Community
Turner, Daniel	Parent
Willis, Nancy	Teacher

Resources

Resource	Source	Amount
Head Start	Federal	\$126,076
IDEA Formula	Federal	\$96,278
IDEA Preschool	Federal	\$16,374
Title IA	Federal	\$59,651
Title III Bilingual / ESL	Federal	\$36,408
FTEs	Other	33
State Compensatory	State	\$164,755
State SpEd	State	\$675,209

TEXAS EDUCATION AGENCY

2017 Accountability Summary

MORNINGSIDE EL (171901102) - DUMAS ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

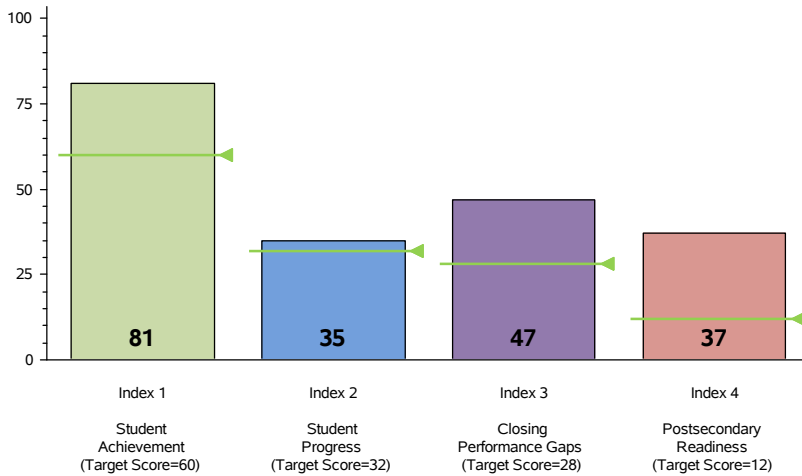
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	403 Students
Grade Span	EE - 04
Percent Economically Disadvantaged	64.5
Percent English Language Learners	32.0
Mobility Rate	15.7
Percent Served by Special Education	14.6
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	217	267	81
2 - Student Progress	352	1,000	35
3 - Closing Performance Gaps	567	1,200	47
4 - Postsecondary Readiness			
STAAR Score	37.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		37

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	13 out of 13 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	23 out of 23 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

Demographics

- Maintain reduced class sizes
- Support and assistance through Campus Computer Lab Tech
- Assistance with Special Education students in classrooms through Co-Teacher or Instructional Assistants
- Assistance from Campus Computer Lab Tech to support ELL technology on campus
- SIOP Training for new teachers
- SIOP refresher training for current teachers

School Culture and Climate

- Continue to implement trainings and provide quality teachers at Morningside.
- Continue to strive for parent and community outreach and involvement
- ELL Outreach Programs
- Continue to strive for a positive school community that embraces strong character and equality with all students, parents, and staff.

Curriculum, Instruction and Assessment

- Make sure assessments are at the appropriate rigor level at the appropriate time of year
- Continue to goal set to push students to make a year's growth
- Implement math screeners in K-2 throughout the year to track number sense
- Implement math screeners as needed in 3rd and 4th to track number sense for struggling students
- Consistently use Empowering Writers in K-4
- Continue to meet in PLC to discuss curriculum (FCG's) and student's needs as they arrive
- Support staff to integrate technology into classrooms (ex: VR Lab)
- Identify struggling readers early and implement intervention early

School Context & Organization

- Allow time for administration to team with Special Education
- Planning time between General Education and Special Education Staff
- Checks and balances for vertical writing and assessments

Student Achievement

Intervention strategies to support ELL students
ELL students continue to struggle academically
Support and interventions for increased success by Special Education students

Support and interventions for all subgroups

Teacher Quality

Less staff mobility and more staff retention
Staff turnover to higher salaries offered in other districts

Family & Community Involvement

Timely communication to parents

More family nights that are fun and not always academic
Invite community members to the school to read or help classrooms
Provide more parent activities

Technology

Technology is used for direct instruction with very little differentiation

Additional technology trainings for staff
Plan on keeping help desk functioning

New programs to target learning skills
Smartboards in rooms to further engagement of students
Technology for students on a 1 to 1 basis

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.

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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 Equity and Excellence to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, 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) (CSFs: 1)	Elementary Curriculum Director, Principal	May	(L)Local Funds	Formative - Increased scores on state assessments
2. Interventions provided for students who are having difficulty with speech. (Title I SW: 9) (Target Group: SPED) (CSFs: 1)	Principal, Special Services Director	August and May	(O)FTEs - 2, (S)State SpEd - \$133,119	Summative - Student progress by IEP gains.
3. Development and implementation of Focus Curriculum Guides (Title I SW: 1,4,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Elementary Curriculum Director, Instructional Coach, Lead Teacher, Principal	December and May	(L)Local Funds	Summative - Increase in State assessment scores
4. Vertical teacher meetings for ELAR and Math (Title I SW: 4,8,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Principal	Each 6 weeks	(L)Local Funds	Summative - Increase in state assessment scores
5. Maintain student monitoring notebooks that will consists of each student and their growth and interventions throughout the year. (Title I SW: 8,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Instructional Coach, Principal, Teacher(s)	Every 6 weeks	(L)Local Funds	Summative - Increase in State assessment scores
6. Performing going deep analysis of each unit assessment to determine patterns of learning. (Title I SW: 8,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Instructional Coach, Principal, Teacher(s)	Each unit test	(L)Local Funds	Summative - Increased reading and math scores

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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 grade at-risk students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 9) (Target Group: AtRisk, 1st)	Elementary Curriculum Director, Principal	August and May	(O)FTEs - 2, (S)State Compensatory - \$129,159	Summative - Increased reading proficiency among participants
2. Instructional coaches will be utilized to improve instructional quality of classroom teachers in both math and reading. (Title I SW: 5,7,9,10) (Title I TA: 2,4) (Target Group: All, K, 1st, 2nd) (Strategic Priorities: 1) (CSFs: 7)	Elementary Curriculum Director, Principal	Each reporting period	(L)Local Funds, (O)FTEs - 2	Summative - Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Before and/or afterschool Tutorial program for students at-risk in reading, writing and math. (Title I SW: 9) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Summative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
4. Bi-Weekly grade level teaming meetings to discuss curriculum and student progress. (Title I SW: 1,2,9) (Target Group: All, LEP)	Elementary Curriculum Director, Principal	Weekly	(L)Local Funds	Formative - Increased scores on state assessments
5. Morningside staff will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care to ensure the educational stability of students in foster care. (Title I SW: 9,10) (Target Group: AtRisk)	Principal	May	(L)Local Funds	Increased educational stability of students in foster care.

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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, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia (Title I SW: 9) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1)	Principal, Special Services Director	May	(L)Local Funds	Summative - Increased reading state assessment scores among participants.
2. ESL teacher and assistant will provide interventions for students identified as ESL. Interventions will be pull-out as well and in the classroom. (Title I SW: 9,10) (Target Group: ESL, LEP) (Strategic Priorities: 2) (CSFs: 1)	Assistant Superintendent for Instruction, Principal	January and May	(F)Title III Bilingual / ESL - \$36,408, (O)FTEs - 1	Summative - Increased scores on LEP student state assessment
3. Morningside will provide special education services (i.e. Self contained special education classroom or Inclusion support) to accommodate each student's individualized education plan. (Title I SW: 9) (Title I TA: 1,2,4,5) (Target Group: SPED)	Principal, Special Services Director	Ongoing	(F)IDEA Formula - \$96,278, (O)FTEs - 15, (S)State SpEd - \$393,414	Summative - Progress reports; State assessment scores

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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 remediation for students below the 10% range as measured by Renaissance STAR program. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Renaissance technology will be used to progress monitor students in grades 1 through 4 each 6 weeks. (Title I SW: 8,9) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Principal, Teacher(s)	Every 6 weeks	(L)Local Funds	Summative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from instructional coaches. (Title I SW: 9) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Elementary Curriculum Director, Instructional Coach, Principal	Ongoing	(L)Local Funds	Summative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Principal, Special Services Director	January and May	(L)Local Funds	Summative - 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) (Strategic Priorities: 2) (CSFs: 1,2)	Elementary Curriculum Director, Principal, Special Services Director	Each 6 Wks	(L)Local Funds	Summative - Increased ability of Impact Teams to meet student needs
5. Use of technology to provide Rtl programs to students (Title I SW: 8,9) (Target Group: GT, AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Core Subject Teachers, Principal, Special Services Director	Each 6 Wks	(L)Local Funds	Summative - Increased state assessment scores

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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 who are in kindergarten working with students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 7,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(O)FTEs - 2, (S)State Compensatory - \$35,596	Summative - Increased student progress on kindergarten testing.
2. PPCD Class for eligible students (Title I SW: 7,9) (Target Group: SPED)	Principal, Special Services Director	August and May	(F)IDEA Preschool - \$16,374, (O)FTEs - 3, (S)State SpEd - \$112,545	Summative - Student progress by IEP gains
3. Transition activities for entering Kindergarteners (Title I SW: 7) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
4. 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: K, 1st) (Strategic Priorities: 2) (CSFs: 5)	Elementary Curriculum Director, Principal	November	(F)Title IA , (L)Local Funds	Summative - Student progress on K and 1st assessments
5. Instruction provided for Visually impaired students (Title I TA: 5) (Target Group: SPED)	Principal, Special Services Director	August and May	(O)FTEs - 1, (S)State SpEd - \$36,131	Summative - Student progress by IEP gains
6. Head Start classes for 4 year old students. (Title I SW: 6,7,9,10) (Target Group: AtRisk, PRE K) (Strategic Priorities: 2) (CSFs: 1,5)	Principal, Superintendent	August	(F)Head Start - \$126,076, (F)Title IA - \$59,651, (O)FTEs - 5	Summative - Attendance records

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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, 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) (Strategic Priorities: 2) (CSFs: 2,4)	Elementary Curriculum Director, Principal	May and June	(L)Local Funds	Summative - Increased reading proficiency among participants
2. Literacy groups for those struggling in reading (Title I SW: 9) (Target Group: AtRisk, 1st, 2nd, 3rd, 4th) (Strategic Priorities: 2) (CSFs: 1,2)	Principal, Teacher(s)	Ongoing	(L)Local Funds	Summative - Increased reading levels
3. After school tutoring program (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Principal, Teacher(s)	Each 6 weeks	(L)Local Funds	Summative - Increased scores

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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 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 have 3 hour G/T pullout support per week utilizing district G/T teachers (Title I SW: 9) (Target Group: GT) (Strategic Priorities: 3) (CSFs: 1,5)	Assistant Superintendent for Instruction, Principal	December and May	(L)Local Funds	Summative - Increased student scores
2. Morningside will provide enrichment activities for those students identified G/T (Title I SW: 9,10) (Target Group: GT) (Strategic Priorities: 2,3) (CSFs: 1,2)	Principal, Teacher(s)	Weekly	(L)Local Funds	Summative - Increased student scores

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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 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. Summative Evaluation: lesson plans, Surveys, Council meeting minutes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fitnessgram results will be analyzed and results will be used in planning. (Title I SW: 10) (Target Group: All) (CSFs: 6)	Assistant Superintendent for Instruction, Principal	Spring	(L)Local Funds	Summative - Increase in student fitness
2. Provide moderate to vigorous physical activity for all students through PE classes and recess time. (Target Group: All) (CSFs: 6)	Assistant Superintendent for Instruction, Principal	Ongoing	(L)Local Funds	Summative - Increase in student fitness
3. Coordinated Approach to Child Health (CATCH) will be fully implemented in grades PK-4. (Title I SW: 6) (Title I TA: 8) (Target Group: All) (CSFs: 5,6)	Assistant Superintendent for Instruction, Principal	Fall and Spring	(L)Local Funds	Summative - 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. (Title I SW: 4) (Target Group: All) (CSFs: 6)	Assistant Superintendent for Instruction, Principal	As they become Available	(L)Local Funds	Summative - Increase in staff fitness

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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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	As provided	(L)Local Funds	Summative - Increased state assessment scores
2. Balanced literacy trainings (Title I SW: 4) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Elementary Curriculum Director, Instructional Coach	Monthly	(L)Local Funds	Summative - Increased writing and reading scores on state assessments.
3. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All)	Campus Instructional Technologist, Instructional Technology Coordinator, PEIMS Coordinator	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
4. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (Strategic Priorities: 1,2) (CSFs: 7)	Assistant Superintendent for Instruction, Lead Teacher	January	(L)Local Funds	Summative - Increased awareness of LEP student needs
5. Campus mentoring program for first year teachers. (Title I SW: 1,3,4) (Target Group: All)	Principal	December, May, August	(L)Local Funds	Formative - Formative: Increased state assessment results.
6. Ongoing training and support for SIOP. (Title I SW: 3,4) (Title I TA: 3,6) (Target Group: All)	Principal	Ongoing	(L)Local Funds	Formative - Increased scores of ESL learners on local and state assessments
7. Professional development provided to all reading teachers in developing reading fluency. (Title I SW: 4) (Target Group: All)	Instructional Coach, Principal	November	(F)Title IA	Summative - End of year fluency levels
8. Staff trained in NEU philosophy and fundamental beliefs. (Title I SW: 2) (Target Group: All) (CSFs: 3)	Principal	June	(F)Title IA	Summative - Professional development certificates
9. Professional development provided to all reading teachers on Figure 19. (Title I SW: 1,4) (Title I TA: 1,3,5,6) (Target Group: All, H, LEP)	Instructional Coach, Principal	August-October	(L)Local Funds	Summative - Professional development certificates
10. Professional development for staff working with special needs students. (Title I SW: 3,4,10) (Title I TA: 3,6,8) (Target Group: SPED)	Principal, Special Services Director	Ongoing	(L)Local Funds	Summative - Professional development certificates

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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) (CSFs: 6)	Principal, Superintendent	August and May	(L)Local Funds	Summative - 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) (CSFs: 5)	Assistant Superintendent for Instruction, Principal	Monthly	(L)Local Funds	Summative - Increased parent involvement on campuses

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- 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)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Each Grading Period	(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)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Each Grading Period	(L)Local Funds	Formative - Increased parental involvement
3. Back to School Nights (Title I SW: 6) (Target Group: All)	Principal, Superintendent, Teacher(s)	September	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Title I SW: 6) (Target Group: All)	Principal, Superintendent, Teacher(s)	August and December	(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)	Assistant Superintendent for Instruction, Principal	January and May	(F)Title IA	Summative - Increased parental involvement
6. 6 Weeks report card meetings and distribution of student expectations for next 6 weeks. (Title I SW: 6) (Target Group: All)	Core Subject Teachers, Principal	Each grading period	(L)Local Funds	Formative - Increase in state assessment scores

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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 the campus. (Target Group: All)	Operations Director	January and May	(L)Local Funds	Summative - Maintain safety of facilities
2. Maintain surveillance system for the campus. (Target Group: All)	Chief of Police, Superintendent	November	(L)Local Funds	Summative - Maintain safety of facilities
3. Morningside will conduct fire, tornado, drop & cover, shelter-in-place, lockdown, and reverse evacuation drills (Target Group: All)	Principal	Monthly	(L)Local Funds	Formative - Maintain safety of students
4. Morningside will utilize electronic parent sign-in system to monitor visitors who enter campus. (Target Group: All)	Chief of Police, Principal	May	(L)Local Funds	Summative - Printed sign-in records from system.

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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 teacher (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction, Counselor(s)	August	(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)	Assistant Superintendent for Instruction, Counselor(s)	January and May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction, Counselor(s)	February	(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)	Instructional Technology Coordinator, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student awareness

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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, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dave Lessons will be taught (Title I SW: 9) (Target Group: All)	Chief of Police, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse 2-4, provided by Dumas Fire Department (Target Group: All)	Principal	May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines are available to Morningside when requested. (Target Group: All)	Chief of Police	As Needed	(L)Local Funds	Summative - Decreased substance abuse and number of illegal items brought to school
4. Each student will receive two internet safety lessons each year (Title I SW: 9) (Target Group: All)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased student awareness
5. Fire safety assembly (Target Group: All)	Principal	October	(L)Local Funds	Formative - Increased student awareness

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/>