

MORNINGSIDE ELEMENTARY

Campus Improvement Plan

2013/2014

A "No Excuses University"

Date Reviewed: 10/24/13

Date Approved: 10/24/13

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
Catherall, Mary	Teacher
Gross, Paula	Teacher
Holloman, Don	Community
Johnson, Cindy	Parent
Robinett, Sherry	Teacher
Smith, Stacy	Teacher
Wilson, Haley	Teacher

Resources

Resource	Source
IDEA Formula	Federal
IDEA Preschool	Federal
Title IA	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
FTEs	Other
State Compensatory	State
State ESL	State
State PreK	State
State SpEd	State

TEXAS EDUCATION AGENCY
2013 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 	<ul style="list-style-type: none"> - NONE

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
1 out of 4 = 25%

NO DISTINCTION EARNED

Academic Achievement in Mathematics

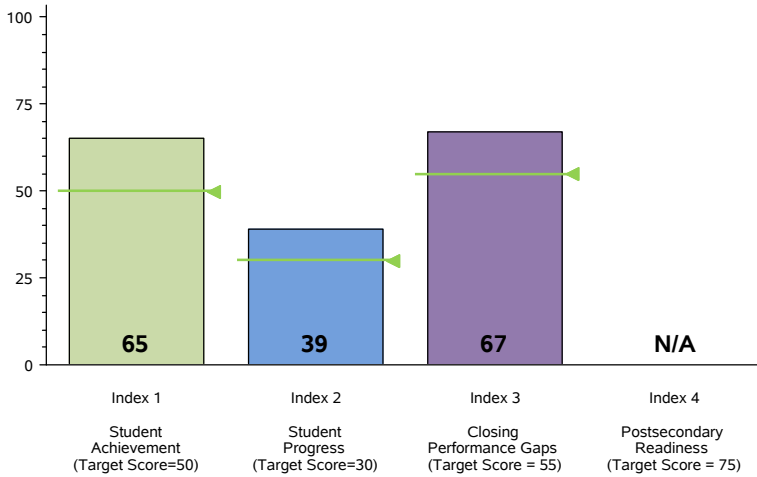
Percent of Eligible Measures in Top Quartile
0 out of 2 = 0%

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	437 Students
Grade Span	EE - 04
Percent Economically Disadvantaged	74.6%
Percent English Language Learners	32.0%
Mobility Rate	19.1%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	193	295	65
2 - Student Progress	308	800	39
3 - Closing Performance Gaps	404	600	67
4 - Postsecondary Readiness	N/A	N/A	N/A

System Safeguards

Number and Percent of Indicators Met

Performance Rates	11 out of 11 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	23 out of 23 = 100%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 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.

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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 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 2014	(L)Local Funds	Formative - Increased scores on state assessments
2. Interventions provided for students who are having difficulty with speech. (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2013 and May 2014	(O)FTEs - 1, (S)State SpEd - \$58,044	Formative - Student progress by IEP gains.
3. Implementation of CScope (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Lead Teacher	December 2013, May 2014	(L)Local Funds	Formative - Increase in 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 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	August 2013 and May 2014	(O)FTEs - 2, (S)State Compensatory - \$118,778	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 - \$68,920	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. 2013, and May 2014	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. 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 2014	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
5. Study Island (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Principal	January and May 2014	(L)Local Funds	Formative - Increased state and local assessment scores
6. 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 2014	(L)Local Funds	Formative - Increased migrant students' state assessment scores
7. 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 2013 and May 2014	(L)Local Funds	Formative - Increased student state assessment scores
8. Training on assessment development (Title I SW: 1,4,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Principal	January 2014	(L)Local Funds	Formative - Increased student 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 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 2014	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using eSped 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 2013-15	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
3. Bilingual Transition and ESL classes with assistant (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal	January and May 2014	(F)Title IA - \$72,892, (F)Title III Bilingual / ESL - \$33,734, (O)FTEs - 2.5	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	(O)FTEs - 1.5, (S)State ESL - \$28,849	Formative - Increased scores on TELPAS
5. 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
6. Morningside will provide special education services to accommodate each student's individualized education plan. (Title I SW: 9) (Title I TA: 1,2,5) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director	Ongoing	(F)IDEA Formula - \$35,816, (O)FTEs - 3.5, (S)State SpEd - \$93,393	Formative - 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 remediations for students below the 10% range as measured by Think Thru Math & IStation programs. Summative Evaluation: state assessment results, AEIS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Istation and Think-Thru Math 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	Monthly	(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	Each 6 Wks	(F)Title IA - \$18,409, (O)FTEs - 1, (S)State Compensatory - \$36,681	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 2013-15	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local RtI Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director	Each 6 Wks	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. Use of mobile carts to provide RtI programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Core Subject Teachers, Principal, Special Services Director	Each 6 Wks	(L)Local Funds	Formative - 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 (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May 2014	(F)IDEA Formula - \$17,007, (F)Title IA - \$19,821, (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 2013 and May 2014	(F)IDEA Formula - \$117,984, (F)IDEA Preschool - \$23,724, (O)FTEs - 4	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 2013 and May 2014	(O)FTEs - 2, (S)State PreK - \$61,102, (S)State SpEd - \$15,482	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 2013 and May 2014	(L)Local Funds	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 2014	(L)Local Funds	Formative - Increased interest in PK classes
6. Transition activities for entering Kindergarteners (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August 2014	(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	November 2013	(F)Title IA - \$883	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 2013 and May 2014	(F)IDEA Formula - \$251,438, (O)FTEs - 8	Formative - Student progress by IEP gains
9. Instruction provided for Visually impaired students (Title I TA: 5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August 2013 and May 2014	(F)IDEA Formula - \$30,806, (O)FTEs	Formative - Student progress by IEP gains

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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) (NCLB: 1)	Elementary Curriculum Director, Principal	May and June 2014	(L)Local Funds	Formative - Increased reading proficiency among participants

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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 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	Ongoing	(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

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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 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 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

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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 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 2013	(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 2013 May 2014	(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	As they become Available	(L)Local Funds	Formative - 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, CScope and bilingual/ESL contracts

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) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	As provided	(L)Local Funds	Formative - Increased state assessment scores
2. 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 2012-14 and April 2013-15	(L)Local Funds	Formative - Decreased student office referrals
3. Quantum Learning training (Title I SW: 4) (Title I TA: 3,6) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	August 2013	(L)Local Funds	Formative - Increased scores on state assessments.
4. 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 2013 - February 2014	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
5. Balanced literacy trainings (Title I SW: 4) (Title I TA: 3) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Lead Teacher	Monthly	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
6. 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 2013	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
7. Technology modules (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	Ongoing	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
8. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Lead Teacher	October 2012	(L)Local Funds	Formative - Increased awareness of LEP student needs
9. Professional development activities to address Indexes and System Safe Guards for accountability (Title I SW: 4) (Title I TA: 6) (Target Group: All, H, ECD) (NCLB: 1,2,3)	Principal	October 2013 - February 2014	(F)Title IA	Formative - Formative: Increased state assessment scores.

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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, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Campus mentoring program for first year teachers. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 3)	Principal	December 2013, May 2014, August 2014	(L)Local Funds	Formative - Formative: Increased state assessment results.
11. Ongoing training and support for SIOP. (Title I SW: 3,4) (Title I TA: 3,6) (Target Group: All) (NCLB: 2)	Principal	Ongoing	(L)Local Funds	Formative - Increased scores of ESL learners on local and state assessments

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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) (NCLB: 4)	Principal, Superintendent	August 2013 and May 2014	(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

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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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Principal, Superintendent, Teacher(s)	September 2013	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	August 2013 and December 2013	(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. 2014, May 2014	(F)Title IA - \$882	Formative - 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) (NCLB: 1)	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 each facility (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation	January and May 2014	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November 2013	(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 2013	(F)IDEA Formula	Formative - Better understanding of conflict resolution
4. Morningside will conduct fire, tornado, drop & cover, shelter-in-place, lockdown, and reverse evacuation drills (Target Group: All) (NCLB: 4)	Principal	Monthly	(L)Local Funds	Formative - Maintain safety of students

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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) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s)	August 2013	(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 2014	(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 2014	(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 2014	(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 school counselor (Title I SW: 9) (Target Group: All) (NCLB: 4)	School Police Chief, Secondary Curriculum Director	January 2014 and May 2014	(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 2014	(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	As Needed	(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	May 2014	(L)Local Funds	Formative - Increased student awareness
5. Fire safety assembly (Target Group: All) (NCLB: 4)	Principal	October 2014	(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 2013-14

Goal	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
Performance Measure	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2013-14				
	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 2013-14				
	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 2013-14				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2013-14				
	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.				
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations				
Strategy/Activity	Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
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	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	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

LEA Name:	Dumas ISD
Campus Name:	Morningside Elementary

Data Analysis Summary

Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	Year 1 and Year 2 are about the same. Math showed a decrease.
What impact do the trends have on Index 1?	Makes it close to not meeting performance index 1 especially when phase-in is removed.
What other insights do the data reveal that impact student success?	We must continue to improve.
Section 2: Student Progress	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 2 data over time?	Year 1 and Year 2 are about the same. Math showed a decrease.
What impact do the trends have on Index 2?	Makes it close to not meeting performance index 1 especially when phase-in is removed.
What other insights do the data reveal that impact student success?	
Section 3: Closing Performance Gaps	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	Year 1 and Year 2 are about the same. Math showed a decrease.
What impact do the trends have on Index 3?	Makes it close to not meeting performance index 1 especially when phase-in is removed.
What other insights do the data reveal that impact student success?	

LEA Name:	Dumas ISD
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Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	
What are the trends in the index 4 data over time?	Very few students met advanced performance.
What impact do the trends have on Index 4?	Will not meet index 4 if improvement isn't made.
What other insights do the data reveal that impact student success?	
Section 5: System Safeguards	
Were system safeguards missed for Performance?	No
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Close on not meeting system safeguards in LEP and Economically disadvantaged.
What other insights do the data reveal that impact student success?	
Section 6: PBM	
In what program areas is the district staged?	Bilingual Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	Have big number of LEP students who are refugees. Many of them showed gains on STAAR performance from 3rd to 4th grade and on TELPAS. Continuous improvement is need from Morningside.

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Data Analysis Summary

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Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i>
Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
Need 1:	Improve family engagement
Need 2:	Rigor of instruction is not at the rigor level of CScope assessments and state assessments
Need 3:	Academic vocabulary in math
Need 4:	
Need 5:	

***** Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!*****

Need:	Improve family engagement
Index:	1
Critical Success Factor:	Family/Community Engagement
Annual Goal:	Increase parent involvement by 20% as recorded on sign-in sheets.
Strategy:	Face-to-face parent conferences each 6 weeks to discuss progress and information about new learning for the up-coming 6 weeks. Partnership with JBS Swift.

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Needs Assessment Summary and Improvement Plan

How will addressing this need impact the index/CSF or major system identified?	Better engagement of parents by knowing what their students will be learning and by keeping the parents apprised of gaps that may be forming and what we and they can do to close those gaps.
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Cell applies only to district submissions	
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Need 1

LEA Name:	Dumas ISD
Campus Name:	Morningside Elementary

Needs Assessment Summary and Improvement Plan

Interventions by Quarter								
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
To date, what actions have been taken to address Need 1?		Q2 Goal:	Increase parent involvement by 20% as recorded on sign-in sheets.	Q3 Goal:	Increase parent involvement by 20% as recorded on sign-in sheets.	Q4 Goal:	Increase parent involvement by 20% as recorded on sign-in sheets.	
	Interventions:		Interventions:		Interventions:		Interventions:	
	1)	1 to 1 parent conferences in K	1)		1)		1)	
	2)	Teacher class conference each grading period	2)		2)		2)	
	3)		3)		3)		3)	
	4)		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
1)	Sign-in sheets	1)		1)		1)		
2)		2)		2)		2)		
3)		3)		3)		3)		
4)		4)		4)		4)		

End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

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Needs Assessment Summary and Improvement Plan

Need:	Rigor of instruction is not at the rigor level of CScope assessments and state assessments
Index:	4
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Increase in campus & district assessment scores by a grade level average of 5% each assessment.
Strategy:	Training on reading the IFDs. Creating curriculum maps that address performance indicators for each unit instruction. Increase use of SIOP.
How will addressing this need impact the index and CSF identified?	An increase of rigor will increase student performance and increase depth of knowledge.

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Interventions by Quarter

		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 2	To date, what actions have been taken to address Need 2?			Q2 Goal:	Increase in campus & district assessment scores by a grade level average of 5% each assessment.	Q3 Goal:	Increase in campus & district assessment scores by a grade level average of 5% each assessment.	Q4 Goal:	Increase in campus & district assessment scores by a grade level average of 5% each assessment.
				Interventions:		Interventions:		Interventions:	
				1)	Study of each unit IFD	1)		1)	
				2)	Development of Curriculum map	2)		2)	
				3)	Full day planning for each IFD	3)		3)	
				4)	SIOP Lesson Plans	4)		4)	
				What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
				1)	Lesson Plans	1)		1)	
		2)	Completed curriculum map	2)		2)			
		3)	Assessment scores disaggregated by grade average	3)		3)			
		4)		4)		4)			

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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.
	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?

Need:	Academic vocabulary in math
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Increase academic vocabulary with students performing 85% or better on math vocabulary assessments.
Strategy:	Flash cards; Use CScope IFDs and released Star questions to determine vocabulary words; weekly planning with math teachers to develop list; weekly; assessments; vocabulary used in other content areas

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Needs Assessment Summary and Improvement Plan

How will addressing this need impact the index and CSF identified?	By building back-ground knowledge in vocabulary, students will transfer and apply knowledge to math concepts	
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Needs Assessment Summary and Improvement Plan

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 3?		Q2 Goal:	Increase academic vocabulary with students performing 85% or better on math vocabulary assessments.	Q3 Goal:	Increase academic vocabulary with students performing 85% or better on math vocabulary assessments.	Q4 Goal:	Increase academic vocabulary with students performing 85% or better on math vocabulary assessments.
	Interventions:		Interventions:		Interventions:		
		1)	Create flash cards	1)		1)	
		2)	Identify vocabulary from IFD	2)		2)	
		3)	Create vocabulary assessments	3)		3)	
	4)		4)		4)		
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
	1)	Assessment scores (weekly)	1)		1)		
	2)		2)		2)		
	3)		3)		3)		
	4)		4)		4)		
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.
	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?

Need

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Needs Assessment Summary and Improvement Plan

Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Interventions by Quarter

		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
		To date, what actions have been taken to address Need 4?		Q2 Goal:	Interventions:	Q3 Goal:	Interventions:	Q4 Goal:	Interventions:	
Need 4										
			1)		1)		1)		1)	
			2)		2)		2)		2)	
			3)		3)		3)		3)	
			4)		4)		4)		4)	
			What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
			1)		1)		1)		1)	
			2)		2)		2)		2)	
			3)		3)		3)		3)	
			4)		4)		4)		4)	

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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting						
Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Needs Assessment Summary and Improvement Plan

Interventions by Quarter									
Need 5	Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
	To date, what actions have been taken to address Need 5?			Q2 Goal:				Q3 Goal:	
				Interventions:		Interventions:		Interventions:	
				1)			1)		
				2)			2)		
				3)			3)		
				4)			4)		
				What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
				1)			1)		
				2)			2)		
		3)			3)				
		4)			4)				
End of Quarter Reporting									
Q1 Report		Q2 Report		Q3 Report		Q4 Report			
Are you on track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made in order to meet the annual goal?				Are you on track to meet the annual goal?					
				Describe the data or evidence used to determine if the goal will or won't be met.					
				What, if any, adjustments must be made in order to meet the annual goal?					

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Needs Assessment Summary and Improvement Plan

Need 6	
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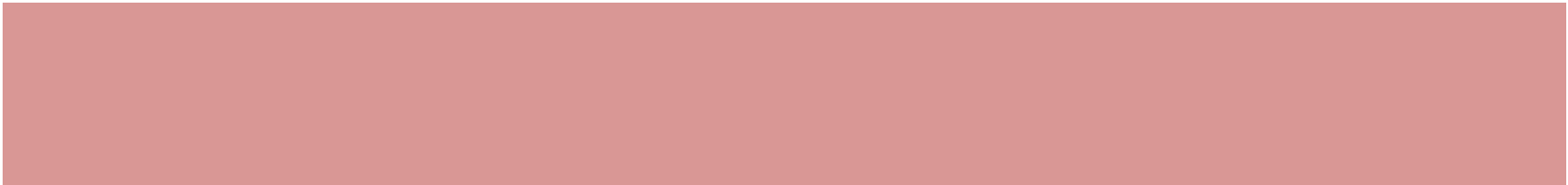
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Needs Assessment Summary and Improvement Plan

Need 7



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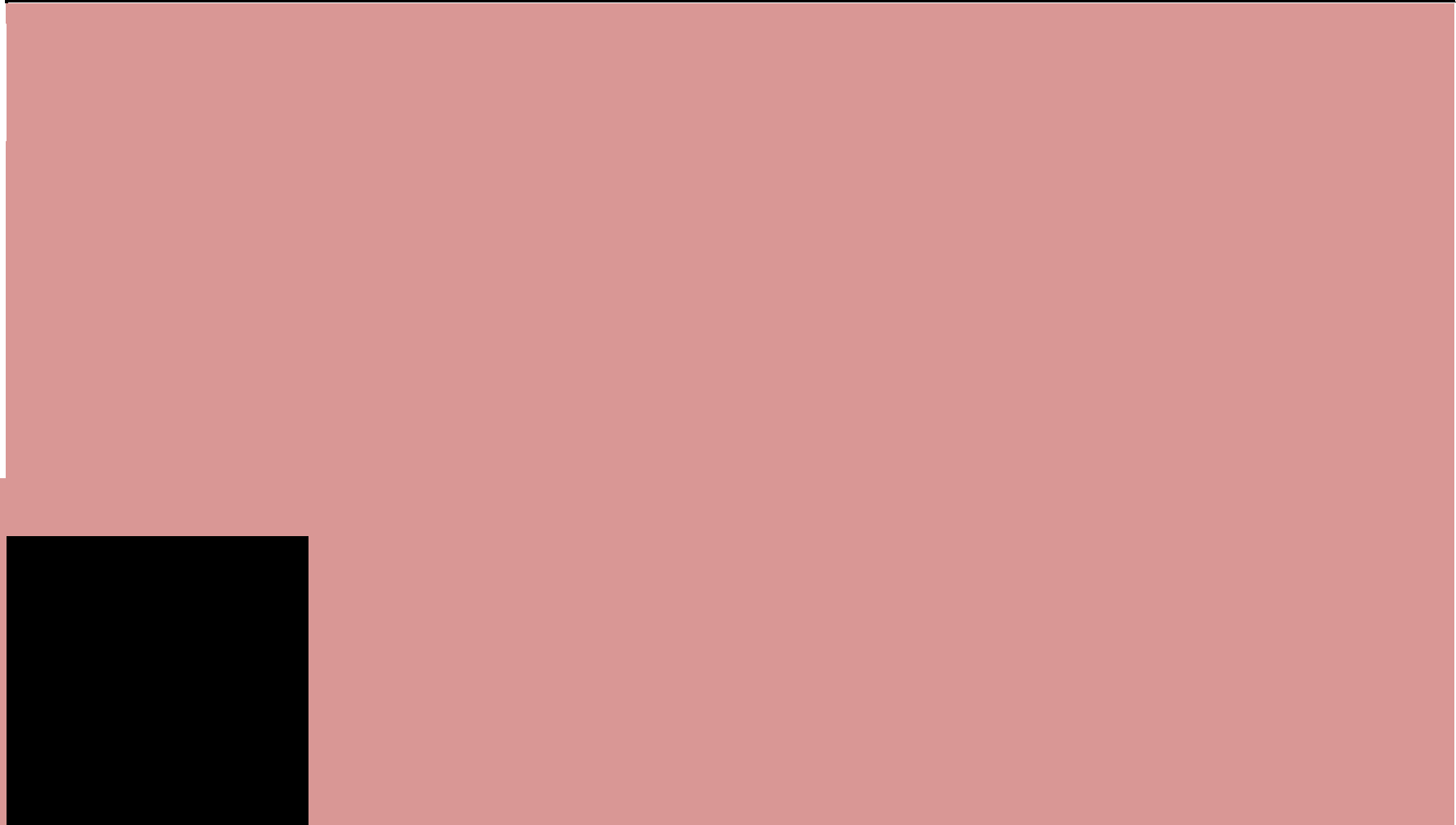
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Need 8



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Needs Assessment Summary and Improvement Plan

Need 10



Attestation Statement:	<input type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.
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