

MORNINGSIDE ELEMENTARY

Campus Improvement Plan

2014/2015

A "No Excuses University"

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
Dennis, Erin	Teacher
Green, Joan	Teacher
Holloman, Don	Community
Robinett, Sherry	Teacher
Turner, Daniel	Parent
Wilson, Haley	Teacher

Resources

Resource	Source	Amount
IDEA Formula	Federal	\$63,223
IDEA Preschool	Federal	\$25,040
Title IA	Federal	\$110,569
Title III Bilingual / ESL	Federal	\$34,517
Local Funds	Local	
FTEs	Other	27
State Compensatory	State	\$193,462
State ESL	State	\$29,768
State SpEd	State	\$572,782

TEXAS EDUCATION AGENCY
2014 Accountability Summary
MORNINGSIDE EL (171901102) - DUMAS ISD

Accountability Rating

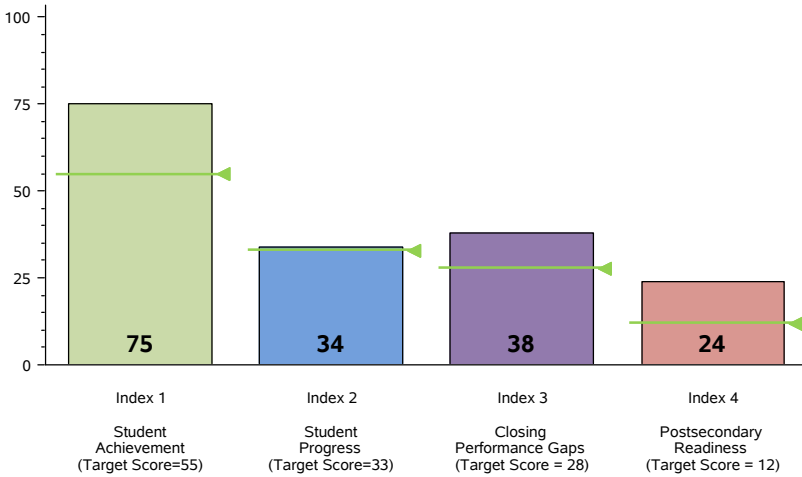
Met Standard

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

Distinction Designation

Academic Achievement in Reading/ELA
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
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	416 Students
Grade Span	EE - 04
Percent Economically Disadvantaged	71.2%
Percent English Language Learners	33.7%
Mobility Rate	18.4%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	236	314	75
2 - Student Progress	275	800	34
3 - Closing Performance Gaps	452	1,200	38
4 - Postsecondary Readiness			
STAAR Score	24.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		24

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/2014/index.html>

Needs Assessment Summary and Improvement Plan

Definition/Purpose	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.
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:	Grade level readability
Need 2:	Higher order thinking skills
Need 3:	Enrichment
Need 4:	
Need 5:	

Need 1:	Grade level readability
Index(es) Addressed:	1,2,3
Critical Success Factor:	
Annual Goal:	At or above 90% reading on grade level
Strategy:	Differentiated reading instruction for struggling readers
How will addressing this need impact the index/CSF or major system identified?	Increase index scores

Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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To date, what actions have been taken to address Need 1?		Q2 Goal:	Dyslexia Specialist model vowel circle to all reading teachers	Q3 Goal:	80% Implementation by teachers on daily basis	Q4 Goal:	100% of reading teachers implementing strategy on daily basis
		Interventions:		Interventions:		Interventions:	
		LLI groups		5-10 minute daily activity of vowel circle		5-10 minute daily activity of vowel circle	
		Teacher reflective writing of what they learned		Peer monitoring		Walk-thru data	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		Reading levels from running records		Reading levels from running records		Reading levels from running records	
		reflective writing					

End of Quarter Reporting

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 2:	Higher order thinking skills
Index(es) Addressed:	1,2,3,4
Critical Success Factor:	
Annual Goal:	All teachers trained and implementation of Marzano's 9 high yield teaching strategies
Strategy:	Staff development, peer monitoring, lesson plans

How will addressing this need impact the index/CSF or major system identified?	Increase in STAAR scores
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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 1?		Q2 Goal:	Training conducted by principle and assistant principal on 2 of highest yield	Q3 Goal:	Training conducted by principal and assistan principal on the next 2 high yield strategies	Q4 Goal:	Completion on next 5 strategies
		Interventions:		Interventions:		Interventions:	
		Modeling of strategy		Modeling of strategy		Modeling of strategy	
		Discussion of strategies in teaming		Discussion of strategies in teaming		Discussion of strategies in teaming	
		Incorporation of strategies in classroom		Incorporation of strategies in classroom		Incorporation of strategies in classroom	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
		Agendas		Lesson plans		Lesson plans	
		Lesson Plans		Walk-thru		Walk-thru	

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End of Quarter Reporting

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 3:	Enrichment
Index(es) Addressed:	4
Critical Success Factor:	

Annual Goal:	100% of students at or above grade level will receive enrichment instruction addressing critical thinking and problem solving.
Strategy:	Incorporation of enrichment into stations. Utilizing district G/T program as resource.
How will addressing this need impact the index/CSF or major system identified?	Increase the number of students acivieving advanced performance.

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		Q2 Goal:	Development of enrichment activities	Q3 Goal:	Incorporation of activities into daily schedule	Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		Research ideas		Station work for both math and reading enrichment			
		Development of List		Other teachers working with students who need enrichment			
		Assessment of rigor of activity					

address Need 1?				
		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
		Finalized list of activities		

End of Quarter Reporting

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 4:	0
Index(es) Addressed:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index/CSF or major system identified?	

Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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To date, what actions have been taken to address Need 1?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		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?	

End of Quarter Reporting

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 5:	0
Index(es) Addressed:	
Critical Success Factor:	
Annual Goal:	
Strategy:	

How will addressing this need impact the index/CSF or major system identified?	
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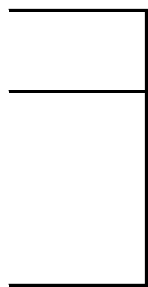
Interventions by Quarter

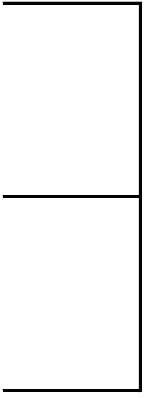
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 1?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		What data will be collected to monitor interventions?		What data will be collected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

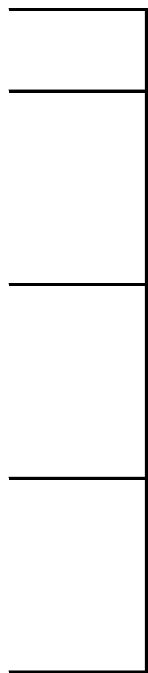
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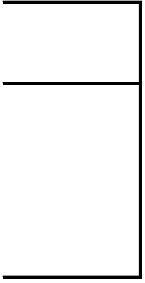
End of Quarter Reporting

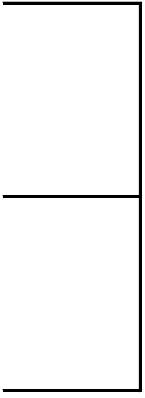
Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal 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?	











No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 school year.)

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

Title IA Schoolwide Components

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

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

MORNINGSIDE ELEMENTARY

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

Objective 1. Morningside will refine its 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) (NCLB: 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. (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August and May	(O)FTEs - 1.5, (S)State SpEd - \$100,778	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 and May	(L)Local Funds	Formative - Increase in State assessment scores
4. Vertical teacher meetings for ELAR and Math (Title I SW: 4,8,10) (Target Group: All) (NCLB: 1)	Principal	Each 6 weeks	(L)Local Funds	Formative - Increase in state assessment scores
5. Data Analysis utilizing DMAC (Title I SW: 8,9) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Weekly	(L)Local Funds	Formative - Increase in State assessment scores

MORNINGSIDE ELEMENTARY

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

Objective 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, 1st) (NCLB: 1)	Elementary Curriculum Director, Principal	August and May	(O)FTEs - 2, (S)State Compensatory - \$121,180	Formative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coordinators (Title I SW: 7,9,10) (Target Group: All, K, 1st, 2nd) (NCLB: 1,2)	Elementary Curriculum Director, Principal	Each reporting period	(O)FTEs - 1, (S)State Compensatory - \$56,596	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)	August and May	(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	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
5. 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	(L)Local Funds	Formative - Increased migrant students' state assessment scores
6. Leveled grouping for reading and math interventions determined by summative and formative assessments (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Principal	October, December, March	(L)Local Funds	Formative - Increased student state assessment scores
7. 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

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Principal, Special Services Director	May	(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	(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	(F)Title IA - \$74,610, (F)Title III Bilingual / ESL - \$34,517, (O)FTEs - 2.5, (S)State ESL - \$29,768	Formative - Increased scores on LEP student state assessment
5. 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 - \$63,223, (O)FTEs - 3, (S)State SpEd - \$31,372	Formative - Progress reports; State assessment scores

MORNINGSIDE ELEMENTARY

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

Objective 4. Morningside will provide intensive interventions and remediations for students below the 10% range as measured by Think Thru Math, Renaissance STAR, and 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 assistant (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director	Each 6 Wks	(O)FTEs - 1, (S)State Compensatory - \$15,686	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	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director	Each 6 Wks	(L)Local Funds	Formative - 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: AtRisk) (NCLB: 1,2,5)	Core Subject Teachers, Principal, Special Services Director	Each 6 Wks	(L)Local Funds	Formative - Increased state assessment scores

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(F)Title IA - \$34,184, (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 and May	(F)IDEA Preschool - \$25,040, (O)FTEs - 4, (S)State SpEd - \$121,570	Formative - Student progress by IEP gains
3. 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 and May	(L)Local Funds	Formative - Increased attendance and readiness among migrant students
4. 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	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
5. 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	(L)Local Funds	Formative - Student progress on K and 1st assessments
6. Life Skills classes for eligible students. (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August and May	(O)FTEs - 9, (S)State SpEd - \$287,368	Formative - Student progress by IEP gains
7. Instruction provided for Visually impaired students (Title I TA: 5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August and May	(O)FTEs - 1, (S)State SpEd - \$31,694	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	(L)Local Funds	Formative - Increased reading proficiency among participants
2. Literacy groups for those struggling in reading (Title I SW: 9) (Target Group: 1st, 2nd, 3rd, 4th) (NCLB: 1)	Principal, Teacher(s)	Ongoing	(L)Local Funds	Formative - Increased reading levels
3. After school tutoring program (Title I SW: 9) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Each 6 weeks	(L)Local Funds	Formative - Increased scores

MORNINGSIDE ELEMENTARY

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

Objective 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

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will have 3 hour G/T pullout support per week utilizing district G/T teachers (Title I SW: 9) (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction, Principal	December and May	(L)Local Funds	Formative - Increased student scores
2. Morningside will provide enrichment activities for those students identified G/T (Title I SW: 9,10) (Target Group: GT) (NCLB: 1)	Principal, Teacher(s)	Weekly	(L)Local Funds	Formative - 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 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	(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 and Spring	(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

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. 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 and February	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
3. 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.
4. 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	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
5. 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.
6. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Lead Teacher	January	(L)Local Funds	Formative - Increased awareness of LEP student needs
7. 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 and February	(F)Title IA	Formative - Formative: Increased state assessment scores.
8. Campus mentoring program for first year teachers. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 3)	Principal	December, May, August	(L)Local Funds	Formative - Formative: Increased state assessment results.
9. 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

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August and May	(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 IA - \$200	Formative - Increased parent involvement on campuses

MORNINGSIDE ELEMENTARY

- Goal 3.** Morningside Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Morningside will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 2nd grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	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	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	January and May	(F)Title IA	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
7. Dads-n-Action (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal	Monthly	(F)Title IA - \$1,000	Formative - Sign-in sheets
8. Math night and reading night (Title I SW: 6) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal	November and February	(F)Title IA	Formative - Sign-in sheets

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation	January and May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November	(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	(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

MORNINGSIDE ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts materials for each teacher (Title I SW: 1) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Instructional Technology Coordinator, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student awareness

MORNINGSIDE ELEMENTARY

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

Objective 3. Morningside will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, 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) (NCLB: 4)	School Police Chief, 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) (NCLB: 4)	Principal	May	(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	As Needed	(L)Local Funds	Formative - 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) (NCLB: 4)	Instructional Technology Coordinator	May	(L)Local Funds	Formative - Increased student awareness
5. Fire safety assembly (Target Group: All) (NCLB: 4)	Principal	October	(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 Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, 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;
- B. 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.
- C. was not advanced from one grade level to the next for one or more school years;
- D. 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 (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. 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;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. 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.

Dumas ISD Highly Qualified Teacher Plan

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 2014-15				
	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 2014-15				
	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 2014-15				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2014-15				
	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