MORNINGSIDE ELEMENTARY
Campus Improvement Plan
2015/2016

A "No Excuses University"

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MORNINGSIDE ELEMENTARY

Mission

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

Vision

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

MORNINGSIDE ELEMENTARY Site Base

Name	Position
Allen, James	Business
Cadenhead, Kezi	Teacher
Floyd, Melissa	Teacher
Holzworth, Kaci	Teacher
Smith, Stacy	Teacher
Stegall, Brett	Community
Turner, Daniel	Parent
Willis, Nancy	Teacher

Resources

Resource	Source	Amount
IDEA Formula	Federal	$108,937
IDEA Preschool	Federal	$16,161
Title IA	Federal	$104,979
Title III Bilingual / ESL	Federal	$35,310
Local Funds	Local	
FTEs	Other	24.5
State Compensatory	State	$123,978
State ESL	State	$76,111
State SpEd	State	$537,506

Comprehensive Needs Assessment

Demographics

Demographics Summary

Morningside Elementary is one of five elementary campuses in Dumas ISD. It serves approximately 400 students in grades PK through 4, and it is a predominantly Hispanic population. Morningside is comprised of approximately 53% Hispanic, 28% White, and 16% Asian. Nearly 69% of the student population is economically disadvantaged. Almost 31% of the students meet the requirements as a Limited English Proficient (LEP) student. 15% of the population is identified as Special Ed. In addition, Morningside's population of at-risk students is approaching 51% and mobility rate is 16.9%

The campus staff is comprised of 2 administrators, thirty-three (33) teachers, and 21 support staff, including paraprofessionals, office staff, and a nurse.

Demographics Strengths

Although the student population is predominantly Hispanic, it is still a reasonably diverse group.

Demographics Needs

Due to the high percentage of Hispanic population and the low socio-economic background, communication to parents will continue to be a challenge. In addition, the cultural differences can be a factor in the level of importance placed on education.

Student Achievement

Student Achievement Summary

Scores for 3rd grade reading have shown a steady growth from 63% in 2013, 72% in 2014 and 77% in 2015. Scores for 3rd grade math have stayed consistent over the past 3 years with 75% passing in 2013, 72% passing in 2014, and 77% passing in 2015. Fourth grade reading has declined over the past 3 years with 68% passing in 2013, 59% passing in 2014, and 55% passing in 2015. Fourth grade math scores has shown steady growth starting with 55% passing in 2013, 78% passing in 2014, and 81% passing in 2015. Fourth grade writing scores have decreased over the last 3 years.

Student Achievement Strengths

Steady growth in math results.
Attendance Rate was 96.78%

Student Achievement Needs

Reading improvement for all students is a continuous concern.
3 out of 5 system safeguards were met.
Index 1 and 2 targets were not met.
Improving writing at all leavels.

School Culture and Climate

School Culture and Climate Summary

A positive School Culture and School Climate is something we pride ourselves on at Mornigside Elementary. Our students and parents are greeted each morning with a smiling face and a warm welcome. Our hallways are safe for all who enter and our faculty and staff work diligently to promote and provide a safe and welcoming environment conducive to lots

of hands-on learning that produces productive, thoughtful students. The culture and climate at Morningside continues to embrace the changing student demographics. We look forward to an inviting atmosphere that will allow staff, students and parents to be stakeholders in the educational process. The Morningside faculty believes the campus is staffed with nurturing individualswho work to make learning engaging for all students. The faculty is dedicated to making a positive impact in the lives of all students in order to help them grow academically, socially, and emotionally.

School Culture and Climate Strengths
Caring staff committed to academic excellence and student support.
Caring parents that support the school and community.
Character Counts education in conjunction with Character Council in 4th grade.
Utilize AR points and reward incentives to encourage increased reading performance.
Morning Assembly
Crisis Drills and Procedures set in place
Crisis Drills done on a regular basis
Parent Conferences (Beginning of the Year for each student)
Meet the Teacher Night before school year begins
Official and periodic walk-throughs done by campus principal
Common Team Planning
Campus website – periodically updated
School Culture and Climate Needs
Parent volunteer opportunities
Campus website updated weekly
Crisis Drills done monthly – tornado, fire, and lock down
Parent Conference (done Beginning of the Year and End of the Year)
Vertically Teaming done monthly
Parent Feedback and Suggestions for Campus
Increased Parent Involvement in the education of their children here and at home

Staff Quality, Recruitment, and Retention
Staff Quality, Recruitment, and Retention Summary
Due to a high employee retention rate Morningside Elementary School is predominantly composed of veteran teachers. The experiences and wisdom that come with being a veteran teacher enables the staff to better understand the nature and needs of their students, as well as their own professional development needs.
Staff Quality, Recruitment, and Retention Strengths
100% Highly Qualified Teachers
High Staff Retention Rate.
Acceptable teacher to student staff ratio.
Staff Quality, Recruitment, and Retention Needs
Loss of veteran staff to retirement or moves can leave instructional gaps if not addressed through quality hires and/or internal moves.
Professional development for all teachers and paraprofessionals in the areas of dyslexia, students in poverty, students with emotional disturbance, use of data (data disaggregation), and professional learning communities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment are all tied together at Morningside Elementary. Each component is complimentary of the other. Our curriculum and instruction spiral and go deeper in the knowledge base for each subject area so students can reach mastery. Assessments are closely tied to the spiraling curriculum and instructional piece. District and Campus initiatives to implement Balanced Literacy in upper grades will highlight the school year. The Campus will also implement specific data review and a data room for intimate knowledge of student progress

Curriculum, Instruction, and Assessment Strengths

District developed instructional focus guides.
Hard copies and electronic copies of Teacher manuals for ELAR and Math
Learning stations/centers are utilized in each grade level as well as Special Education & ESL
Implementation of Balanced Literacy components
Common planning times for each grade level

Curriculum, Instruction, and Assessment Needs

Better aligned assessments with instruction
Continued refinement of instructional focus documents
Targeting At-Risk students early in the year and providing services, that are effective, in a timely fashion
Limited at-home visits for our At-Risk students

Family and Community Involvement

Family and Community Involvement Summary

At the beginning of the school year, Meet the Teacher Night allows students and parents to meet their teacher, find their classroom, and deliver school supplies before the first day of school.
The Snak-Pak 4 kids served over 25 students by providing nutritious snacks sent home in back packs every Friday.
The Dumas Fire Department presented programs on Fire and Tornado Safety.
A Veterans Day program honors local veterans in all areas of the military.
A group of parents provided volunteer services to the teacher by coming weekly to make copies of class assignment papers.
Dads-N-Action provided positive male role models for classroom help once a month.
Character council collected in delivered over 1,000 canned good items to local food pantry.

Family and Community Involvement Strengths

Community supports activities on campus in a variety of ways

Family and Community Involvement Needs

Strategies to encourage parental involvement at all racial groups and socioeconomic levels.
Consistent translation for all communications on campus

School Context and Organization

School Context and Organization Summary

Morningside Elementary School is composed of grades PK through four. There are a large number of students who receive ESL support via class pullouts and/or in-class support. These services are federally-funded as part of Title programs.

The Master Schedule has been focused around providing an uninterrupted block for reading and math instruction.
The campus will focus on a collaborative nature for decision making and support.

School Context and Organization Strengths
Excellent support at the District level for Title programs.
District reorganization of the curriculum department will trickle to the campus for instructional support

School Context and Organization Needs
Staff needs to embrace the collaborative process
Staff needs to focus on the data and assessment portions of effective instruction
Continued support will be needed for implementation of Balanced Literacy.
Master Schedule updates to "take back instructional time" will enhance the Balanced Literacy implementation

Technology
Technology Summary
Each child is exposed to technology on a daily basis in many forms, including personal computers, document cameras, tablet devices, and educational software.
Direct student instruction is delivered through many learning modes: technology is one of those critical learning modes.

Technology Strengths
Teachers and students have direct access to many technological devices, such as docement cameras, Smart Response Clickers, iPads, and Chrome Books.
Rapid and complete internet access
4 student computers in each classroom
Computer lab
Various computer programs to supplement instruction (iStation, Lexia, and Study Island)
Many in-district opportunities for technology staff development
eSPED software for tracking Special Education students
Access to Google platform

Technology Needs
All students access to mobile technology is limited
iPads/Chromebooks not utilized on a daily basis

Comprehensive Needs Assessment Data Documentation
The following data were used to verify the comprehensive needs assessment analysis:
Improvement Planning Data
District goals
Campus goals
Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data
Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress

Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Accountability Distinction Designations
Federal Report Card Data
PBMAS data
Community and student engagement rating data
Student Data: Assessments
State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), or other alternate early reading assessment results
Local diagnostic reading assessment data
Local diagnostic math assessment data
Local benchmark or common assessments data
Student failure and/or retention rates
Student Data: Student Groups
Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
Economically Disadvantaged / Non-economically disadvantaged performance and participation data
Male / Female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
Section 504 data
Homeless data
Gifted and talented data
Dyslexia Data
Response to Intervention (RTI) student achievement data
Student Data: Behavior and Other Indicators
Attendance data
Discipline records
Class size averages by grade and subject
Employee Data
Professional learning communities (PLC) data
Highly qualified staff data
Campus leadership data
Campus department and/or faculty meeting discussions and data
Teacher STaR Chart Technology Data
PDAS data
Parent/Community Data

Parent Involvement Rate
Support Systems and Other Data
Organizational structure data
Processes and procedures for teaching and learning, including program implementation
Communications data
Capacity and resources data
Budgets/entitlements

TEXAS EDUCATION AGENCY
2015 Accountability Summary
MORNINGSIDE EL (171901102) - DUMAS ISD
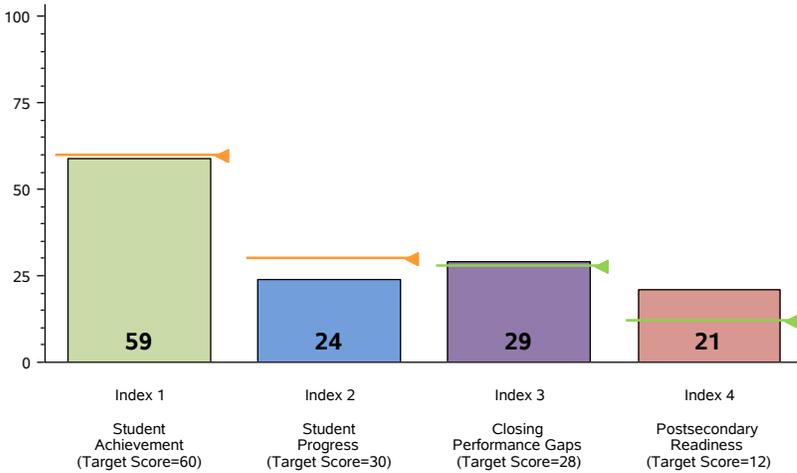
Accountability Rating

Improvement Required

Met Standards on	Did Not Meet Standards on
- Closing Performance Gaps	- Student Achievement
- Postsecondary Readiness	- Student Progress

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report

Index 1 – Student Achievement (Target Score=60): 59
Index 2 – Student Progress (Target Score=30): 24
Index 3 – Closing Performance Gaps (Target Score=28): 29
Index 4 – Postsecondary Readiness (Target Score=12): 21

Distinction Designation

Academic Achievement in Reading/ELA	
NO DISTINCTION EARNED	
Academic Achievement in Mathematics	
NOT ELIGIBLE	
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	

Campus Demographics

Campus Type	Elementary
Campus Size	384 Students
Grade Span	EE - 04
Percent Economically Disadvantaged	69.0
Percent English Language Learners	30.5
Mobility Rate	16.9

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	121	205	59
2 - Student Progress	190	800	24
3 - Closing Performance Gaps	228	800	29
4 - Postsecondary Readiness			
STAAR Score	21.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		21

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	3 out of 8 = 38%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
Total	**8 out of 13 = 62%**

For further information about this report, please see the Performance Reporting Division website at http://ritter.tea.state.tx.us/perfreport/account/2015/index.html

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 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 Equity and Excellance 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 - $105,459	Formative - Student progress by IEP gains.
3. Development and implementation of Focus Curriculum Guides (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach, Lead Teacher, Principal	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. Maintain student monitoring notebooks that will consists of each student and their growth and interventions throughout the year. (Title I SW: 8,9) (Target Group: All) (NCLB: 1)	Instructional Coach, Principal, Teacher(s)	Every 6 weeks	(L)Local Funds	Formative - Increase in State assessment scores
6. Performing going deep analysis of each unit assessment to determine patterns of learning. (Title I SW: 8,9) (Target Group: All) (NCLB: 1)	Instructional Coach, Principal, Teacher(s)	Each unit test	(L)Local Funds	Formative - Increased reading and math scores

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for 1st grade at-risk students (Title I SW: 9) (Target Group: AtRisk, 1st) (NCLB: 1)	Elementary Curriculum Director, Principal	August and May	(O)FTEs - 2, (S)State Compensatory - $123,978	Formative - Increased reading proficiency among participants
2. Instructional coaches will be utilized to improve instructional quality of classroom teachers in both math and reading. (Title I SW: 5,7,9,10) (Title I TA: 2,4) (Target Group: All, K, 1st, 2nd) (NCLB: 1,2)	Elementary Curriculum Director, Principal	Each reporting period	(L)Local Funds, (O)FTEs - 2	Summative - Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Before and/or afterschool Tutorial program for students at-risk in reading and math. (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.
4. 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
5. Bi-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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Principal, Special Services Director	May	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. ESL teacher and assistant will provide interventions for students identified as ESL. Interventions will be pull-out as well and in the classroom. (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal	January and May	(F)Title III Bilingual / ESL - $35,310, (O)FTEs - 2, (S)State ESL - $76,111	Summative - Increased scores on LEP student state assessment
3. Morningside will provide special education services (i.e. Self contained special education classroom or Inclusion support) to accommodate each student's individualized education plan. (Title I SW: 9) (Title I TA: 1,2,4,5) (Target Group: SPED) (NCLB: 1,5)	Principal, Special Services Director	Ongoing	(F)IDEA Formula - $108,937, (O)FTEs - 11, (S)State SpEd - $261,174	Summative - Progress reports; State assessment scores
4. Personnel trained screening for dyslexia both in administration of screen and interpretation of data. (Title I SW: 1,8,9) (Target Group: Dys) (NCLB: 1)	Principal	October	(L)Local Funds	Summative - Sign-in sheet
5. Dyslexia screening conducted as needed for students who are not making progress in reading. (Title I SW: 8,9) (Target Group: All, Dys) (NCLB: 1)	Principal, Teacher(s)	Ongoing	(L)Local Funds	Summative - Screening recods

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

Objective 4. Morningside will provide intensive interventions and remediation for students below the 10% range as measured by Renaissance STAR program. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Renaissance technology will be used to progress monitor students in grades 2 through 4 each 6 weeks. (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Teacher(s)	Every 6 weeks	(L)Local Funds	Summative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from instructional coaches. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Coach, Principal	Ongoiing	(L)Local Funds	Summative - 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 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 technology 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	(F)Title IA - $35,246, (O)FTEs - 2	Summative - 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 - $16,161, (O)FTEs - 4, (S)State SpEd - $138,295	Summative - Student progress by IEP gains
3. 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
4. Raising Readers to educate K and 1st grade student parents on reading skills and strategies (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	November	(F)Title IA - $500, (L)Local Funds	Summative - Student progress on K and 1st assessments
5. Instruction provided for Visually impaired students (Title I TA: 5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	August and May	(O)FTEs - 1, (S)State SpEd - $32,578	Summative - Student progress by IEP gains
6. Head Start classes for 4 year old students. (Title I SW: 7,9,10) (Target Group: AtRisk) (NCLB: 2,5)	Principal, Superintendent	August	(F)Title IA - $59,778, (O)FTEs	Summative - Attendance records

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (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

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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 particiapate 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 8.   Morningside will implement a School Health Advisory Council in accordance with the state (19 TAC 74.31 and district (EHAA (Legal)) policy to insure that local community values are reflected in the district's health education instruction. Summative Evaluation: lesson plans, Surveys, Council meeting minutes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fitnessgram results will be analyzed and results will be used in planning. (Target Group: All)	Assistant Superintendent for Instruction, Principal	Spring	(L)Local Funds	Summative - Increase in student fitness
2. Provide moderate to vigorous physical activity for all students through PE classes and recess time. (Target Group: All)	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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morningside will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	As provided	(L)Local Funds	Formative - Increased state assessment scores
2. 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.
3. 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, Instructional Technology Coordinator, PEIMS Coordinator	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
4. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Lead Teacher	January	(L)Local Funds	Formative - Increased awareness of LEP student needs
5. 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 - $1,000	Summative - Formative: Increased state assessment scores.
6. 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.
7. 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
8. Professional development provided to all reading teachers in developing reading fluency. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Instructional Coach, Principal	November	(F)Title IA - $1,500	Summative - End of year fluency levels
9. Staff trained in NEU philosophy and fundamental beliefs. (Title I SW: 2) (Target Group: All) (NCLB: 5)	Principal	June	(F)Title IA - $3,000	Summative - Professional development certificates

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	(L)Local Funds	Summative - 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 - $1,000	Summative - Increased parental involvement
6. 6 Weeks report card meetings and distribution of student expectations for next 6 weeks. (Title I SW: 6) (Target Group: All) (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	Summative - 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 - $1,955	Summative - 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 the campus. (Target Group: All) (NCLB: 4)	Operations Director	January and May	(L)Local Funds	Summative - Maintain safety of facilities
2. Maintain surveillance system for the campus. (Target Group: All) (NCLB: 4)	Chief of Police, Superintendent	November	(L)Local Funds	Summative - Maintain safety of facilities
3. Morningside will conduct fire, tornando, 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
4. Morningside will utilize electronic parent sign-in system to monitor visitors who enter campus. (Target Group: All) (NCLB: 4)	Chief of Police, Principal	May	(L)Local Funds	Summative - Printed sign-in records from system.

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 violance 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)	Chief of Police, Secondary Curriculum Director	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse 2-4, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Principal	May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines are available to Morningside when requested. (Target Group: All) (NCLB: 4)	Chief of Police	As Needed	(L)Local Funds	Summative - Decreased substance abuse and number of illegal items brought to school
4. Each student will receive two internet safety lessons each year (Title I SW: 9) (Target Group: All) (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

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 2015-16
	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 2015-16
	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 2015-16
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2015-16
	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	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and 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

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.