

Brownsville Independent School District

Morningside Elementary

2017-2018 Campus Improvement Plan



Mission Statement

Mission Statement

The mission of Morningside Elementary is to provide a safe, student-centered, supportive environment that utilizes all resources for the education of our children. Essential to this process is a school, parent, and community partnership that fosters mutual respect and willingness to work together. Our students will develop personal dignity, self-worth, and skills to prepare them to meet the challenges of the future.

Vision

Vision Statement

The faculty and staff at Morningside Elementary will produce students who will excel in all areas of development including academic, socio-cultural and emotional growth. Morningside Elementary will value all students equally and accommodate teaching to all learning styles. Students will be provided an inviting atmosphere by a unified learning community dedicated to producing critical thinkers and life-long learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Morningside Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the commended performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. An extended day program for academic tutorials for grades 3-5 will provide additional support to At-Risk students in need of extra help in the areas of Reading, Writing, Math and Science. In addition, an extended day program will be installed to provide enrichment opportunities for ALL grade levels in the same subject areas through integration in the Fine Arts, Chess, Physical Education and Social Studies. The Pre-K program (age 4) will be provided the full day in order to better prepare qualified students academically. The PK3 program (3 yr. old) will meet for 1/2 day, an a.m. group and a p.m. group of students. Instructional materials will be provided and updated as necessary to meet the instructional needs of the PK program.

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The District also pays stipends for attainment of a Master's Degree, being a TST (Technology Support Teacher), core academic professional development, bilingual, and special education positions. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to support teachers in implementing the curriculum and staying abreast of STAAR testing.

Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's

Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Morningside will be more conscience of what the interests are for our parents and try to accommodate them.

An orientation for preschool children from Head Start to assist with the transition to Morningside will be held annually in the Spring **and** for 5th grade students and their parents to assist with the transition into middle school.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP/SSLP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Response to Intervention is being implemented to ensure student success.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs, professional development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds along with State Compensatory and local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant students will be provided with hygiene products, classroom supplies, clothing and shoes in order to increase attendance and receive consistent instruction. PFS students will be provided with additional supplemental services. Substitutes will be provided for LPAC teachers to meet and update LPAC information accordingly.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Morningside implements the transitional model to ensure that students make the transition into the English language.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Morningside will keep abreast of "At Risk" students to aid and monitor them throughout the year by offering funded tutorials afterschool and on Saturday. The campus will be kept clean and safe for after school tutorials.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Students with Special needs will have high expectations and will be assisted in helping them achieve these expectations.

The counselors and administration will communicate proper behavior, correct choices, and resistance to peer pressure by utilizing Project Wisdom. Correct choices and solutions to problems will be emphasized through the daily recitation of Words of Wisdom.

Essential learning resources will be provided for all students by utilizing the BISD Media Center

Morningside will continue to integrate technology to our RE/SE classrooms for example, Study Island. It will help teachers better implement their TEKS based curriculum so that students will meet their grade level expectations.

Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning

1. The level of technology integration into classroom instruction by teachers and students will be increased. Computer lab will be scheduled daily by grade level.

New software that is in line with current TEKS will be purchased.

Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom.

Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept.

Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis.

Demographics

Demographics Summary

1. CNA Procedures for Demographics:

The SBDM committee created a sub-committee to analyze different data sources to see what action to take.

The student population at Morningside Elementary School is approximately 675 students and serves students in grades Pre-Kindergarten through fifth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic (100%), Economically Disadvantaged (97.2%), Limited English Proficient (42.9%), At-Risk (62.0%), Special Education (9.1%), and Gifted and Talented Education (4.4%). The mobility rate for the campus is 18.6%. The Attendance Rate is 97.1% for all students and 97.0% for at-risk students. Moreover, the Retention Rate is 8.4% for all and at-risk students.

Demographics Strengths

Demographics Strengths

- Enrollment (maintain –grew)
- Increase attendance for all subpopulations to meet the goal of 98% by calling home and making home visits.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Morningside Elementary met the standard based on the state assessment results during the 2016-2017 school year, and achieved academic distinctions in the following areas: Academic Achievement in Reading/English Language Arts; Academic Achievement in Science; Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. The campus has consistently averaged 90% of all students passing all areas of the STAAR. We will strive for continued success through the implementation of differentiated instruction, Tiered instruction, RTIs, TLI strategies, and continued professional development for all teachers targeting areas of need. After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

1. Recognition of Perfect Attendance Students by class and school wide
2. Parent/School Log of Communication
3. Home Visits by Parent Liaison
4. MIA log (kept by parent liaison)
5. Use Schoolmessenger system to notify parents of absences and upcoming schedule changes
6. Migrant students will be provided health products, jackets and shoes

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation timelines related to Demographics are set forth in all sections of the 2017-2018 Campus Improvement Plan.

Campus Objectives/Summative Evaluation

Language Arts

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|--|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Gain/Loss |
| R/W | | R/W | R/W | R/W | R/W | R/W | R/W | (% Points) |
| STAAR Grade 3 (English) | All Students | 86/* | 22/* | 87 | 7 | 88 | 23 | +1% |
| | Hispanic | 86/* | 22/* | 87 | 7 | 89 | 24 | +2% |
| | White | * | * | * | * | 0 | 0 | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 80/* | 14/* | 80 | 6 | 90 | 15 | +10% |
| | At-Risk | 82/* | 15/* | 81 | 6 | 90 | 19 | +9% |
| | Eco. Disadv. | 86/* | 22/* | 87 | 7 | 88 | 24 | +1% |
| | Special Ed. | 45/* | 43/* | 75 | 25 | 33 | 0 | -42% |
| | GT | 100/* | 50/* | 100 | 20 | 100 | 50 | 0% |
| | Migrant | * | * | 100 | 50 | * | * | * |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|--------------------|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Gain/Loss |
| R/W | | R/W | R/W | R/W | R/W | R/W | R/W | (% Points) |

| | | | | | | | | |
|--|--------------|---------|------|----------|------|---------|-------|---------|
| STAAR Grade 3 (Spanish) | All Students | 50 | 0 | 26 | 0 | 75 | 50 | +51% |
| | Hispanic | 50 | 0 | 26 | 50 | 75 | 50 | +51% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 50 | 0 | 26 | 0 | 75 | 50 | +49% |
| | At-Risk | 33 | 0 | 26 | 0 | 75 | 50 | +49% |
| | Eco. Disadv. | 50 | 0 | 26 | 0 | 66 | 66 | +40% |
| | Special Ed. | 50 | 0 | 23 | 0 | * | * | * |
| | GT | * | * | * | * | * | * | * |
| | Migrant | 33 | 0 | * | * | * | * | * |
| STAAR Grade 4 (English) | All Students | 84/86 | 23/7 | 73/81 | 7/3 | 82/77 | 15/18 | +9/-4 |
| | Hispanic | 84/86 | 22/5 | 73/81 | 7/3 | 81/77 | 15/18 | +9/-4 |
| | White | */* | */* | */* | */* | */* | */* | * |
| | Asian | */* | */* | */* | */* | */* | */* | * |
| | LEP | 74/70 | 16/0 | 61/76 | 0/0 | 71/68 | 8/9 | +10/-8 |
| | At-Risk | 78/71 | 13/0 | 65/76 | 0/0 | 82/73 | 10/10 | +17/-3 |
| | Eco. Disadv. | 84/86 | 23/5 | 73/81 | 7/3 | 81/76 | 14/18 | +8/-5 |
| | Special Ed. | 85/53 | 8/0 | 20/20 | 0/0 | 30/30 | 0/0 | +10/+10 |
| | GT | 100/100 | 50/0 | 100/100 | 37/9 | 93/100 | 33/47 | -7/0 |
| | Migrant | 50/50 | 0/0 | 100/100/ | 0/0 | 100/100 | 0/100 | 0/+100 |
| STAAR Grade 4 (Spanish) | All Students | 50/50 | 0/0 | 86/83 | 14/0 | 100/75 | 0/25 | +14/-8 |
| | Hispanic | 50/0 | 0/0 | 86/83 | 14/0 | 100/75 | 0/25 | +14/-8 |
| | White | */* | */* | */* | */* | * | */* | * |
| | Asian | */* | */* | */* | */* | * | * | * |
| | LEP | 50/0 | 0/0 | 86/83 | 14/0 | 100/0 | 0/0 | +14/-8 |
| | At-Risk | 50/100 | 0/0 | 86/83 | 14/0 | 100/75 | 0/25 | +14/-8 |
| | Eco. Disadv. | 35/50 | 0/0 | 86/83 | 14/0 | 100/75 | 0/25 | +14/-8 |
| | Special Ed. | 33/50 | 0/0 | */* | */* | 100/75 | 0/25 | */* |
| | GT | 100/50 | 0/0 | */* | */* | */* | */* | */* |
| | Migrant | 33/50 | 0/0 | */* | */* | */* | */* | */* |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|--|--------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Gain/Loss |
| R/W | | R/W | R/W | R/W | R/W | R/W | R/W | (% Points) |
| STAAR Grade 5 (English) | All Students | 85 | 13 | 74 | 14 | 79 | 21 | +5% |
| | Hispanic | 85 | 13 | 74 | 14 | 79 | 21 | +5% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 62 | 0 | 62 | 0 | 69 | 15 | +7% |
| | At-Risk | 74 | 9 | 62 | 2 | 72 | 15 | +10% |
| | Eco. Disadv. | 84 | 13 | 74 | 11 | 78 | 21 | +4% |
| | Special Ed. | 0 | 0 | 24 | 0 | 33 | 0 | +11% |
| | GT | 100 | 50 | 94 | 33 | 100 | 100 | +6% |
| Migrant | 100 | 0 | 0 | 0 | * | * | * | |
| STAAR Grade 5 (Spanish) | All Students | * | * | 83 | 33 | 67 | 17 | -16% |
| | Hispanic | * | * | 83 | 33 | 67 | 17 | -16% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | 83 | 33 | 67 | 17 | -16% |
| | At-Risk | * | * | 80 | 20 | * | * | -13% |
| | Eco. Disadv. | * | * | 83 | 33 | 67 | 17 | -16% |
| | Special Ed. | * | * | * | * | * | * | * |
| | GT | * | * | * | * | * | * | * |
| Migrant | * | * | * | * | * | * | * | |
| STAAR-M Grade 3 | All Students | 100 | 0 | * | * | * | * | * |
| | Hispanic | 100 | 0 | * | * | * | * | * |
| | White | */* | */* | * | * | * | * | * |
| | Asian | */* | */* | * | * | * | * | * |
| | LEP | 100 | 0 | * | * | * | * | * |
| | At-Risk | 100 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | * | * | * | * | * | * |
| | Special Ed. | 100 | 0 | * | * | * | * | * |
| | Migrant | 100 | 0 | 9* | * | * | * | * |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|----------------------------------|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Satisfactory |
| R/W | | R/W | R/W | R/W | R/W | R/W | R/W | Gain/Loss |
| | | | | | | | | (% Points) |
| STAAR-M Grade 4 | All Students | 88 | 0 | * | * | * | * | * |
| | Hispanic | 88 | 0 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 100 | 0 | * | * | * | * | * |
| | At-Risk | 83 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | 0 | * | * | * | * | * |
| | Special Ed. | 88 | 0 | * | * | * | * | * |
| | Migrant | 100 | 0 | * | * | * | * | * |
| STAAR-M Grade 5 | All Students | 100 | 0 | * | * | * | * | * |
| | Hispanic | 100 | 0 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 100 | 0 | * | * | * | * | * |
| | At-Risk | 100 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | 0 | * | * | * | * | * |
| | Special Ed. | 100 | 0 | * | * | * | * | * |
| | Migrant | 100 | 0 | * | * | * | * | * |

| | | | | | | | | |
|--|--------------|-----|---|---|---|---|---|---|
| STAAR-Alt Grade 3 | All Students | 100 | 0 | * | * | * | * | * |
| | Hispanic | 100 | 0 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 100 | 0 | * | * | * | * | * |
| | At-Risk | 100 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | 0 | * | * | * | * | * |
| | Special Ed. | 100 | 0 | * | * | * | * | * |
| | Migrant | 100 | 0 | * | * | * | * | * |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|--|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Satisfactory |
| R/W | | R/W | R/W | R/W | R/W | R/W | R/W | Gain/Loss |
| | | | | | | | | (% Points) |
| STAAR-Alt Grade 4 | All Students | */* | */* | */* | */* | 0/0 | 0/0 | */* |
| | Hispanic | */* | */* | */* | */* | 0/0 | 0/0 | */* |
| | White | */* | */* | */* | */* | */* | */* | */* |
| | Asian | */* | */* | */* | */* | */* | */* | */* |
| | LEP | */* | */* | */* | */* | 0/0 | 0/0 | */* |
| | At-Risk | */* | */* | */* | */* | */* | */* | */* |
| | Eco. Disadv. | */* | */* | */* | */* | 0/0 | 0/0 | */* |
| | Special Ed. | */* | */* | */* | */* | 0/0 | 0/0 | */* |
| | Migrant | */* | */* | */* | */* | */* | */* | */* |

| | | | | | | | | |
|--|--------------|-----|---|---|---|---|---|---|
| STAAR-Alt Grade 5 | All Students | 100 | 0 | * | * | 0 | 0 | * |
| | Hispanic | 100 | 0 | * | * | 0 | 0 | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 100 | 0 | * | * | 0 | 0 | * |
| | At-Risk | 100 | 0 | * | * | 0 | 0 | * |
| | Eco. Disadv. | 100 | 0 | * | * | 0 | 0 | * |
| | Special Ed. | 100 | 0 | * | * | 0 | 0 | * |
| | Migrant | 100 | 0 | * | * | * | * | * |

Math

Campus Objectives/Summative Evaluation

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|--|--------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Gain/Loss |
| Math | | R/W | R/W | R/W | R/W | R/W | R/W | (% Points) |
| STAAR Grade 3 (English) | All Students | 87 | 26 | 96 | 19 | 88 | 23 | -8% |
| | Hispanic | 87 | 26 | 96 | 19 | 88 | 24 | -8% |
| | White | * | * | * | * | 0 | 0 | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 80 | 23 | 94 | 8 | 90 | 15 | -4% |
| | At-Risk | 81 | 21 | 94 | 10 | 90 | 19 | -4% |
| | Eco. Disadv. | 87 | 26 | 95 | 20 | 88 | 24 | -7% |
| | Special Ed. | 100 | 75 | 71 | 0 | 33 | 0 | -38% |
| | GT | 100 | 60 | 100 | 43 | 100 | 50 | 0% |
| Migrant | 100 | 50 | 50 | 0 | * | * | * | |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory Gain/Loss |
|--|--------------|--------------|-----------|--------------|-----------|--------------|-----------|------------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | (% Points) |
| Math | | R/W | R/W | R/W | R/W | R/W | R/W | |
| STAAR Grade 3 (Spanish) | All Students | 50 | 0 | 50 | 0 | 100 | 25 | +50% |
| | Hispanic | 50 | 0 | 50 | 0 | 100 | 25 | +50% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 50 | 0 | 50 | 0 | 100 | 25 | +50% |
| | At-Risk | 33 | 0 | 50 | 0 | 100 | 25 | +50% |
| | Eco. Disadv. | 50 | 0 | 50 | 0 | 100 | 33 | +50% |
| | Special Ed. | 33 | 0 | 100 | 0 | * | * | * |
| | GT | * | * | 100 | 100 | * | * | * |
| Migrant | 33 | 0 | * | * | * | * | * | |
| STAAR Grade 4 (English) | All Students | 88 | 20 | 87 | 22 | 86 | 16 | -1% |
| | Hispanic | 88 | 20 | 87 | 22 | 86 | 16 | -1% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 86 | 14 | 82 | 9 | 78 | 10 | -4% |
| | At-Risk | 80 | 10 | 83 | 9 | 83 | 9 | 0% |
| | Eco. Disadv. | 89 | 23 | 87 | 23 | 86 | 16 | -1% |
| | Special Ed. | 56 | 0 | 20 | 20 | 56 | 0 | +36% |
| | GT | 100 | 57 | 100 | 82 | 100 | 47 | 0% |
| Migrant | 100 | 0 | 100 | 0 | 100 | 100 | 0% | |

| | | | | | | | | |
|--|--------------|---|---|----|---|----|---|------|
| STAAR Grade 4 (Spanish) | All Students | 0 | 0 | 86 | 0 | 67 | 0 | -19% |
| | Hispanic | 0 | 0 | 86 | 0 | 67 | 0 | -19% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 0 | 0 | 86 | 0 | 67 | 0 | -19% |
| | At-Risk | 0 | 0 | 86 | 0 | 67 | 0 | -19% |
| | Eco. Disadv. | 0 | 0 | 86 | 0 | 67 | 0 | -19% |
| | Special Ed. | 0 | 0 | * | * | * | * | * |
| | GT | * | * | * | * | * | * | * |
| | Migrant | 0 | 0 | * | * | * | * | * |

Note: Data listed as percentages

| Test Data Grade Level Math | Subgroup | C | | Satisfactory 2014-2015 R/W | Advanced 2014-2015 R/W | Satisfactory 2015-2016 R/W | Advanced 2015-2016 R/W | Satisfactory Gain/Loss (% Points) |
|---|-----------------|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|--|
| | | Satisfactory 2013-2014 R/W | Advanced 2013-2014 R/W | | | | | |
| | | | | | | | | |
| STAAR Grade 5 (English) | All Students | 88 | 17 | 78 | 9 | 91 | 21 | +13% |
| | Hispanic | 88 | 17 | 78 | 9 | 91 | 21 | +13% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 79 | 7 | 74 | 3 | 87 | 7 | +13% |
| | At-Risk | 78 | 11 | 76 | 2 | 87 | 9 | +11% |
| | Eco. Disadv. | 88 | 18 | 78 | 8 | 91 | 21 | +13% |
| | Special Ed. | 50 | 0 | 30 | 0 | 40 | 20 | +10% |
| | GT | 89 | 18 | 100 | 11 | 100 | 82 | 0% |
| | Migrant | 100 | 50 | 50 | 50 | 100 | 0 | +50% |

| | | | | | | | | |
|--|--------------|-----|---|----|---|----|----|------|
| STAAR Grade 5 (Spanish) | All Students | * | * | 50 | 0 | 67 | 17 | +17% |
| | Hispanic | * | * | 50 | 0 | 67 | 17 | +17% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | 50 | 0 | 67 | 17 | +17% |
| | At-Risk | * | * | * | * | 67 | 17 | * |
| | Eco. Disadv. | * | * | 50 | 0 | 67 | 17 | +17% |
| | Special Ed. | * | * | * | * | * | * | * |
| | GT | * | * | * | * | * | * | * |
| | Migrant | * | * | * | * | * | * | * |
| STAAR-M Grade 3 | All Students | 100 | 0 | * | * | * | * | * |
| | Hispanic | 100 | 0 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 100 | 0 | * | * | * | * | * |
| | At-Risk | 100 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | 0 | * | * | * | * | * |
| | Special Ed. | 100 | 0 | * | * | * | * | * |
| | Migrant | 100 | 0 | * | * | * | * | * |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|--------------------|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Gain/Loss |
| Math | | R/W | R/W | R/W | R/W | R/W | R/W | (% Points) |

| | | | | | | | | |
|------------------------------------|--------------|-----|---|---|---|---|---|---|
| STAAR-M Grade 4 | All Students | 80 | 0 | * | * | * | * | * |
| | Hispanic | 80 | 0 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | * | * | * | * | * |
| | At-Risk | 80 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | 0 | * | * | * | * | * |
| | Special Ed. | 80 | 0 | * | * | * | * | * |
| | Migrant | 80 | 0 | * | * | * | * | * |
| STAAR-M Grade 5 | All Students | 100 | 0 | * | * | * | * | * |
| | Hispanic | 100 | 0 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | * | * | * | * | * |
| | At-Risk | 100 | 0 | * | * | * | * | * |
| | Eco. Disadv. | 100 | 0 | * | * | * | * | * |
| | Special Ed. | 100 | 0 | * | * | * | * | * |
| | Migrant | 100 | 0 | * | * | * | * | * |
| STAAR-Alt Grade 3 | All Students | 100 | 0 | 0 | 0 | * | * | * |
| | Hispanic | 100 | 0 | 0 | 0 | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | 0 | 0 | 0 | * | * | * |
| | At-Risk | 100 | 0 | 0 | 0 | * | * | * |
| | Eco. Disadv. | 100 | 0 | 0 | 0 | * | * | * |
| | Special Ed. | 100 | 0 | 0 | 0 | * | * | * |
| | Migrant | 100 | * | * | * | * | * | * |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory |
|----------------------|--------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Gain/Loss |
| Math | | R/W | R/W | R/W | R/W | R/W | R/W | (% Points) |
| STAAR-Alt Grade 4 | All Students | * | * | * | * | 50 | 0 | * |
| | Hispanic | * | * | * | * | 50 | 0 | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | * | * | 50 | 0 | * |
| | At-Risk | * | * | * | * | 50 | 0 | * |
| | Eco. Disadv. | * | * | * | * | 0 | 0 | * |
| | Special Ed. | * | * | * | * | 50 | 0 | * |
| STAAR-Alt Grade 5 | Migrant | * | * | * | * | * | * | * |
| | All Students | 100 | 0 | * | * | 0 | 0 | * |
| | Hispanic | 100 | 0 | * | * | 0 | 0 | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | * | * | 0 | 0 | * |
| | At-Risk | 100 | 0 | * | * | 0 | 0 | * |
| | Eco. Disadv. | 100 | 0 | * | * | 0 | 0 | * |
| Special Ed. | 100 | 0 | * | * | 0 | 0 | * | |
| Migrant | 100 | 0 | * | * | * | * | * | |

Science

Campus Objectives/Summative Evaluation

| Test Data | | Satisfactory | Advanced | Satisfactory | Advanced | Satisfactory | Advanced | |
|--|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | Satisfactory |
| Science | | R/W | R/W | R/W | R/W | R/W | R/W | Gain/Loss |
| | | | | | | | | (% Points) |
| STAAR Grade 5 (English) | All Students | 85 | 13 | 68 | 9 | 84 | 6 | +16% |
| | Hispanic | 85 | 13 | 68 | 9 | 84 | 6 | +16% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | 62 | 0 | 56 | 0 | 77 | 3 | +21% |
| | At-Risk | 74 | 9 | 57 | 2 | 78 | 2 | +21% |
| | Eco. Disadv. | 85 | 13 | 67 | 7 | 84 | 6 | +17% |
| | Special Ed. | 0 | 0 | 24 | 6 | 40 | 0 | +16% |
| | GT | 100 | 50 | 94 | 18 | 100 | 20 | +6% |
| | Migrant | 100 | 0 | 0 | 0 | 100 | 0 | +100% |

Note: Data listed as percentages

| Test Data | | Satisfactory | Advanced | | Advanced | Satisfactory | Advanced | |
|--|-----------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Grade Level | Subgroup | 2013-2014 | 2013-2014 | Satisfactory | 2014-2015 | 2015-2016 | 2015-2016 | Satisfactory |
| Science | | R/W | R/W | 2014-2015 | R/W | R/W | R/W | Gain/Loss |
| | | | | R/W | | | | (% Points) |
| STAAR Grade 5 (Spanish) | All Students | * | * | 50 | 0 | 67 | 0 | +17% |
| | Hispanic | * | * | 50 | 0 | 67 | 0 | +17% |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | 50 | 0 | 67 | 0 | +17% |
| | At-Risk | * | * | 40 | 0 | 67 | 0 | +27% |
| | Eco. Disadv. | * | * | 50 | 0 | 67 | 0 | +17% |
| | Special Ed. | * | * | * | * | * | * | * |
| | GT | * | * | * | * | * | * | * |
| | Migrant | * | * | * | * | * | * | * |
| STAAR-M Grade 5 | All Students | 100 | 50 | * | * | * | * | * |
| | Hispanic | 100 | 50 | * | * | * | * | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | * | * | * | * | * |
| | At-Risk | * | * | * | * | * | * | * |
| | Eco. Disadv. | 100 | 50 | * | * | * | * | * |
| | Special Ed. | 100 | 50 | * | * | * | * | * |
| | Migrant | 100 | 50 | * | * | * | * | * |
| STAAR-Alt Grade 5 | All Students | 100 | 0 | * | * | 0 | 0 | * |
| | Hispanic | 100 | 0 | * | * | 0 | 0 | * |
| | White | * | * | * | * | * | * | * |
| | Asian | * | * | * | * | * | * | * |
| | LEP | * | * | * | * | 0 | 0 | * |
| | At-Risk | 0 | 0 | * | * | 0 | 0 | * |
| | Eco. Disadv. | 100 | 0 | * | * | 0 | 0 | * |
| | Special Ed. | 0 | 0 | * | * | 0 | 0 | * |
| | Migrant | 100 | 0 | * | * | * | * | * |

Student Achievement Strengths

Exemplary status with STAAR (maintain)

We exceeded BISD raw score averages in all areas (Math, Reading, Writing, & Science)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: SPED students showed a significant gap (over 20 points) compared to other demographics **Root Cause:** Instructional time with SPED students was insufficient to meet the learning needs

Problem Statement 2: 4th grade writing performance on STAAR did not increase as planned in 2016-2017 **Root Cause:** Instructional time on writing in 2nd and 3rd grade has not prepared students for the more rigorous STAAR standards

Problem Statement 3: 5th grade science performance on STAAR dropped two points in 2016-2017 **Root Cause:** Instructional time in lower grades was not adequate to prepare students for the STAAR science assessment

School Culture and Climate

School Culture and Climate Summary

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Culture and Climate areas of improvement would be addressed:

1. Parental involvement activities will be continuous throughout the 2016-17 school year.
2. Funds will be set aside to purchase student incentives.
3. Funds will be used to purchase resources to maintain the campus facilities including custodial supplies.
4. A work order will be submitted for a fence to be installed in the front of the school and a covered walkway to the blacktop area to provide safety on rainy day dismissals.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2017-2018 Campus Improvement Plan.

School Culture and Climate Strengths

- There is parent confidence on the school's vision
- Staff morale is high
- Safe environment
- Fabulous Friday to motivate students
- Continuous Parental Involvement

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Morningside parent participation growth rate was less than 10 percent **Root Cause:** The campus was unable to reach enough parents to initiate growth in numbers of parent volunteers. We will use multiple formats to reach out to parents to guarantee growth for 2017-2018

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Continue with current practices to keep teacher abreast of the most recent best practices and strategies.
2. Use funds to hire substitute teachers so that the teachers can attend staff development.
3. Use funds to send administrators to seminars, trainings and assessments conferences out of district.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2017-2018 Campus Improvement Plan.

Staff Quality, Recruitment, and Retention Strengths

- Teachers are highly qualified and experienced
- Teacher retention is almost 100%

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. Professional Development
2. STAAR resources
3. Online curriculum: Living with Science

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Curriculum, Instruction, and Assessment Strengths

- Students are high performers
- Teachers attend staff developments
- Assess regularly throughout the year with benchmarking and analyze data

Family and Community Involvement

Family and Community Involvement Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed

1. Parental meetings that meet the needs/interests of parents, and address positive and negative situations
2. Parent/teacher communication log
3. MIA Log (kept by parent liaison)
4. Parent liaison will conduct home visits as necessary throughout the school year

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2017-2018 Campus Improvement Plan.

Family and Community Involvement Strengths

- Morningside has a parent center
- Parental meetings take place weekly

School Context and Organization

School Context and Organization Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed:

1. Classrooms need white boards
2. Projectors needed in all classrooms for delivery of instruction
3. To continue to provide instructional and general supplies such as ink cartridges, duplicating paper, markers, pens, tape and staples for faculty for usage in the classroom for students.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and and Organization are set forth in all sections of the 2017-2018 Campus Improvement Plan.

School Context and Organization Strengths

- Facilities are well maintained
- Butterfly garden
- Parking lot is well maintained
- Morning traffic flow

Technology

Technology Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Technology areas of improvement would be addressed. BISD provides a wide variety of instructional technology trainings throughout the year. The facilitator will assign these trainings to teachers from all grade levels to ensure quality technology-based instruction during the 2017-2018 school year.

Technology Strengths

- Computer access for students in all classrooms
- Compass / Science Lab
- Smart Boards in room and available to be checked out from library
- TST Teacher on campus
- Use of website and eSchool Plus among administration and parents to view students' progress

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Behavior and Other Indicators

- Attendance data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

Performance Objective 1: 90% or more of students and all student groups will meet or exceed the minimum passing standard of all parts of the STAAR Reading, Math, Science and Writing assessments, and an Advanced Level Performance Rate will be no less than 40%. Morningside will meet AYP/NCLB accountability standards and mandates.

Evaluation Data Source(s) 1: STAAR testing results in Index 1 will be used to determine mastery of assessed objectives

Summative Evaluation 1:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| <p>State System Safeguard Strategy</p> <p>1) Instruction by highly qualified teachers will be provided to students who are not meeting reading/writing standards. 3rd - 5th grade students not meeting reading/writing standards will be provided an extended day/week program to meet State and District accountability standards. Lesson plans (regular and tutorial) will adhere closely to District frameworks and reflect the educational needs of all students. The campus will also provide extended day enrichment for all students in all grade levels to help ensure their academic progress and provide additional opportunities for learning in the areas of art, dance, physical education and social studies.</p> <p>Population: TI; MI; LEP; SPED; AR; GT; DYS students Timeline: Tutorials on Tuesday, Wednesday and Thursday from September 2017-April 2018 CNA pgs 24 and 27</p> | <p>Administrative Staff Teachers Special Ed. Support Team</p> | <p>Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks</p> <p>Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments</p> | | | | |
| <p>Funding Sources: 211 Title I-A - \$1,400.00, 163 State Bilingual - \$0.00</p> | | | | | | |

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>2) Integrating technology to our classrooms will help teachers to better implement their District curriculum so that students will meet their grade level expectations. Technology based educational programs include Think Through Math, iStation, and Living with Science. A Living With Science lab will be provided for all students. Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 CNA pgs. 7, 28</p> | <p>Administrative Staff, Technology Teacher, Teachers, District Computer Specialists Administrator for State Compensatory Education</p> | <p>Formative: Lesson plans, classroom observations, student progress reports, software usage reports, benchmark scores Summative: STAAR results, report cards, TPRI/TEJAS LEE results</p> | | | | |
| <p>Funding Sources: 162 State Compensatory - \$1,400.00</p> | | | | | | |
| <p>3) Provide high quality professional staff development and methodologies to address deficiencies in the STAAR or TPRI/TEJAS LEE and Standford 10 for all grade levels. Staff development will focus on the all areas tested: Reading, Writing, Math, and Science. Data will be used to track student performance and drive instructional practices. Certified employees will travel for Professional Development opportunities as necessary. Substitutes will be provided when necessary in order for teachers to attend specific professional development opportunities. Population: TI; MI; LEP; AR; DYS teachers Timeline: Daily Aug 2017-June 2018 CNA pg. 26</p> | <p>Teachers Principal Dean of Instruction Assistant Principal TLI Teacher Specialist</p> | <p>Formative: increased scores at Phase I, II, and III in benchmarks Summative: STAAR Assessments, TPRI/TEJAS LEE results</p> | | | | |
| <p>Funding Sources: 211 Title I-A - \$2,975.00</p> | | | | | | |
| <p>4) Teachers in PK - 5th will work collaboratively to align classroom instruction (TEKS/STAAR) with scope and sequence and assessment in order to help students attain grade level achievement. Fluency will be tracked to record student progress. Teachers will be included in decisions regarding the use and selection of academic assessments in order to implement new instructional strategies and/or change and modify existing instructional strategies to meet students' needs. Supplemental instructional materials, including STAAR based supplemental books for the classroom and additional reading materials for the campus, will be purchased to support the curriculum, for all students on campus including regular education, SPED, and ELL. Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 CNA pg. 24</p> | <p>Administrative Team Teachers Support Staff Special Ed. Support Team District Curriculum Specialist</p> | <p>Formative: Benchmarks scores, progress reports Summative: STAAR scores, TPRI/TEJAS LEE scores, TELPAS scores</p> | | | | |
| <p>Funding Sources: 163 State Bilingual - \$2,065.00, 211 Title I-A - \$23,458.00</p> | | | | | | |

| | | | | | | | |
|---|---|--|---|--|--|--|--|
| <p>5) PK - 5th Teachers will implement research based and effective instruction techniques with the use of available resources such as computers, laptops and projectors to improve students' reading and writing skills. The media center will be utilized to print instructional material for the students</p> <p>Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 CNA pg. 26 and 30</p> | <p>Administrative Staff Teachers Support Staff Special Ed. Support Team</p> | <p>Formative: Benchmarks, progress reports, walk-throughs, lesson plans Summative: TPRI/TEJAS LEE results, STAAR scores, NRT Assessments, report cards</p> | | | | | |
| <p>6) PK-5th grade teachers will be provided with instructional materials, including supplies, projector light bulbs, white boards, ink cartridges, markers, online curriculum subscriptions, STAAR resources, and capital outlay equipment, including projectors, laptops, Dell external DVD players, and USB drives in order to provide teachers and students with adequate resources to improve student academic performance. Additional general supplies will include a refrigerator and furniture for use by faculty, staff and parents during campus meetings. Also, duplicating paper will be purchased to provide additional handouts, worksheets, homework assignments, and tutorial materials for students to extend learning.</p> <p>Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 CNA pg. 24</p> | | <p>Principal, Dean of Instruction</p> | <p>Formative: Benchmarks, progress reports Summative: STAAR Scores, Report Cards, TPRI/Tejas LEE scores</p> | | | | <p>Funding Sources: 211 Title I-A - \$10,033.00</p> <p>Funding Sources: 211 Title I-A - \$5,456.00, 162 State Compensatory - \$25,300.00</p> |
| <p>7) Bilingual students will be monitored to ensure that the English language acquisition is taking place through: TELPAS, SELP, Stanford; English STAAR, TPRI assessments. ELPS Strategies implemented in the daily lesson taught in order to have LEP students achieve grade level performance.</p> <p>Population: ELL students Timeline: Daily Aug 2017-June 2018 CNA pg. 6</p> | <p>Administrative Staff Teachers</p> | <p>Formative: ELL writing portfolio, RAPS 360, Benchmarks Summative: Telpas scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments</p> | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>8) Students' progress will be monitored in order to meet or exceed all local, state and federal accountability standards. To ensure continuous monitoring, Pre-K -2nd paraprofessionals will assist teachers/students on a daily basis with core instructional areas in order to improve instruction.</p> <p>Population: All students Timeline: Daily Aug 2017-June 2018 CNA pg. 10</p> | <p>Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals</p> | <p>Formative: Benchmarks, progress report</p> <p>Summative: STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments, Perform satisfactorily on kindergarten readiness test, Meet AYP</p> | | | | |
| <p>Funding Sources: 211 Title I-A - \$126,500.00</p> | | | | | | |
| <p>9) Students will develop inquiry based, higher order thinking and problem solving skills in order to achieve grade level mastery through a variety of instructional techniques, including technology-based programs such as TTM and iStation.</p> <p>Population: All students Timeline: Daily Aug. 2017-June 2018 CNA pg. 31</p> | <p>Administrative Team Teachers Support Staff Special Ed. Support Team</p> | <p>Formative: Student Projects, benchmarks, progress reports</p> <p>Summative: STAAR Scores, Meeting ARD Expectations, Benchmarks, NRT Assessments, Perform satisfactorily on kindergarten math readiness test, Meet AYP</p> | | | | |
| State System Safeguard Strategy | | | | | | |
| <p>10) SPED students will be monitored to ensure appropriate, timely assistance is provided prior to testing (STAAR, STAAR-M, STAAR-Alternate).</p> <p>Population: All SPED students Timeline: Daily Aug. 2017-June 2018 CNA pg. 24</p> | <p>Administrative Team SE Teachers RE Teachers Support Staff</p> | <p>Formative: Benchmarks, progress reports, co-planning sessions</p> <p>Summaive: STAAR Tests (Regular, Accommodated; Modified, Alternate)</p> | | | | |
| <p>11) Teachers will be in-serviced on the Bilingual Transitional Instructional Model to ensure that the ELL student is acquiring the English language. Teachers will display the time allotted for the Spanish instruction in the class schedules.</p> <p>Population: All ELL and bilingual students Timeline: Daily Aug. 2017-June 2018 CNA pg. 24</p> | <p>Campus Administration Teachers</p> | <p>Formative: ELL writing portfolio, RAPS 360, Benchmarks, progress reports</p> <p>Summative: Telpas scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments</p> | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>12) RTI Model will be implemented K-5th grade to identify, and help students struggling with Reading to help them achieve grade level work. The campus TLI specialist will assist with RTI process and provide instructional support as necessary. RTI ELL students will receive additional supports including graphic organizers, thinking maps, SIOP, word walls, tutorials and dictionaries.</p> <p>Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 CNA pg. 10</p> | <p>Administrators, Teachers, TLI specialist</p> | <p>Formative: Progress reports, BOY/MOY results, benchmarks</p> <p>Summative: Report cards, STAAR scores, TPRI TEJAS LEE scores.</p> | | | | |
| <p>13) STEM activities will be added to the extended day program to provide more opportunities for achievement growth in math and science.</p> <p>Population: Students enrolled in the extended day program Timeline - 2017-2018 school year</p> | <p>Principal Teachers</p> | <p>Formative: Progress reports, benchmarks</p> <p>Summative: Report Card, STAAR Results</p> | | | | |
| <p>14) Paraprofessionals in Library, EE and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged.</p> <p>Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 CNA pg. 24</p> | <p>Principal Teachers Paraprofessionals Librarians</p> | <p>Formative: OWL assessments, progress monitoring, lesson plans, Summative: Increased scores on CPALLS, report cards</p> | | | | |
| <p>15) ELPS Strategies implemented in the daily lesson taught in order to have LEP students achieve grade level performance and in order to better implement this , supplemental material will be purchased to support curriculum</p> <p>Population: All ELL students</p> <p>Timeline: Aug. 2017-June 2018 CNA pg. 10</p> | <p>Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals</p> | <p>Formative: Writing samples, progress reports</p> <p>Summative: Increase the number of bilingual/LEP students moving from Beginner to Intermediate to Advanced/Adv. High</p> | | | | |
| <p>16) 3rd - 5th grade students will be monitored through benchmarks to help them achieve academic excellence and in order to do this, scantrons will be provided. Teachers will be included in decisions regarding the use and selection of academic assessments.</p> <p>Population: All 3rd-5th grade students Timeline: Aug. 2016-June 2017 CNA pg. 27</p> | <p>Teachers Facilitator Principal</p> | <p>Formative: Walk-throughs, lesson plans, progress reports</p> <p>Summative: STAAR Results</p> | | | | |


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| 17) Substitutes will be provided for LPAC teachers to meet and update LPAC information accordingly. Substitutes will also be provided for STAAR regrouping of bilingual students. | School administration LPAC Chairperson Teachers | Formative: Lesson plans, walk-throughs, progress reports Summative: Report cards | | | | |
| Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2017-June 2018 | | Funding Sources: 163 State Bilingual - \$2,000.00 | | | | |
| 18) The Dean of Instruction will coordinate an orientation presentation for Head Start students in order to help parents ease their child's transition into public school, and 5th grade students will visit Lucio MS. Population: TI; MI; LEP; AR; DYS students Timeline: Spring 2018 | Campus administration Counselors | Formative: Meeting agenda, transportation requests Summative: Parent evaluation, PK/K enrollment rosters | | | | |
| 19) The school nurse will provide health services to all student as necessary to promote good health on campus. The nurse will also coordinate health screenings for students and staff. Timeline: Daily Aug 2017-June 2018 CNA pg. 25 | Campus administration Counselors | Formative: Meeting agenda, Health screening flyers and emails Summative: Campus attendance rate, health screening results | | | | |
| 20) The campus will provide incentives, stipends, and access to high-quality professional development throughout the school year in order to attract highly qualified teachers. Timeline: August 2017-June 2018 CNA Pg. 28 | | | | | | |
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Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

Performance Objective 1: Student will be encouraged and challenged to meet their full potential in the area of fine arts; included but not limited to visual, expressive, and all genres in the field of the arts.

Evaluation Data Source(s) 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| 1) Art Activity: Classroom teachers and the Fine Arts teacher will enhance art across the content areas based on monthly and/or seasonal themes. Students will be exposed to appropriate grade level art theory, fundamentals, and techniques to improve art appreciation. Timeline: August 2017-June 2018 | Campus administration Teachers Students | Student products (art/class work) Results of District sponsored Art events | | | | |
| 2) PK-5th grade students will be able to participate in Extended Day Fine Arts activities at Morningside Elementary. Timeline: August 2017-June 2018 | Campus Administration | Extended Day Attendance Records | | | | |
| 3) All students will participate in an Elementary Music Class weekly at Morningside. Timeline: August 2017-June 2018 | Campus Music Teacher | Campus performances | | | | |
| 4) 4th and 5th grade students will have the opportunity to participate and compete in UIL Music Memory and Art. Timeline: October 2017-June 2018 | Campus Music Teacher | UIL competition results | | | | |
| Funding Sources: 199 Local funds - \$0.00 | | | | | | |
| 5) 5th grade students will have an opportunity to participate in the Celebration of Song fifth Grade Honor Choir Timeline: May 2018 | Campus Music Teacher | Attendance for practice sessions Performance at "Celebration of Song" | | | | |
| 6) K-5th grade teachers will implement a structured theatre arts curriculum Timeline: August 2017-June 2018 | Teachers Dean of Instruction | Lesson Plans Report card grades | | | | |
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Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.







Performance Objective 1: Morningside Elementary will implement prevention and intervention strategies that will increase at-risk student achievement by 5% and increase at-risk student attendance by 10%.

Evaluation Data Source(s) 1: STAAR, At-Risk Student Attendance Rate, and the Retention Rate

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Instructional supplies and books will be purchased as necessary.</p> <p>Population: AR, TI, MI, LEP students</p> <p>Timeline: September 2017-June 2018 (at minimum 2X per week)</p> | <p>Principal, Dean of Instruction, Area Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs</p> | <p>Formative: eSchoolplus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, BM scores, Student Progress Reports</p> <p>Summative: STAAR results, Retention Rate</p> | | | | |
| <p>Funding Sources: 162 State Compensatory - \$56,912.00</p> | | | | | | |
| <p>2) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Fall 2017</p> | <p>Campus Administration Administrator for the Homeless Youth Project</p> | <p>Formative: Evaluation Report, ERO Session, Attendance Report</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p> | | | | |

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| <p>3) Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AtR, T1, M1 Timeline: Aug. 2017-June 2018</p> | <p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> | <p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless Student Progress Reports, BM reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> | | | | |
| <p>4) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Population: AR, T1, MI Timeline: August 2017-June 2018</p> | <p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> | <p>Formative: Student Progress Reports, benchmark reports</p> <p>Summative: STAARS, Attendance Rates, Retention Rate</p> | | | | |
| <p>5) Implement a food pantry and closet at the campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: AR, T1, MI Timeline: August 2017-June 2018</p> | <p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> | <p>Formative: Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> | | | | |
| <p>6) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and "enrollment includes attending classes and participating fully in school activities.)</p> <p>Population: AR, T1, MI Timeline: August 2017-June 2018</p> | <p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> | <p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports, benchmark scores</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> | | | | |


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| <p>7) The Pre-K program (age 4) will be provided the full day in order to better prepare qualified students academically. The PK3 program (3 yr. old) will meet for 1/2 day, an a.m. and a p.m. class. Instructional materials will be provided and updated as necessary to meet instructional needs. Population: AR, T1, MI, LEP Timeline: Daily August 2017-June 2018</p> | <p>Campus Administration CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education</p> | <p>Formative: CPALLS (Beginning of Year, Middle of Year) and teacher observations, student progress report Summative: CPALS (EOY)</p> | | | | |
| <p>Funding Sources: 162 State Compensatory - \$116,948.00</p> | | | | | | |
| <p>8) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rate. Population: AR, TI, MI, LEP Timeline: July 2017-June 2018 (Daily)</p> | <p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> | <p>Formative: ERO session evaluation report, ERO Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Students Progress Reports Summative: STAAR, Attendance Rate, Retention Rate</p> | | | | |
| <p>Funding Sources: 162 State Compensatory - \$67,473.00</p> | | | | | | |
| <p>9) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate. Population: Elementary School AR Students; Dyslexia students Timeline: August 2017-June 2018 (Daily)</p> | <p>Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for</p> | <p>Formative: Student report cards, lesson plans, benchmark scores, classroom observations Summative: STAAR</p> | | | | |
| <p>Funding Sources: 162 State Compensatory - \$65,055.00</p> | | | | | | |
| <p>10) PK-5th Teachers will implement research based and effective teaching practices to develop students' reading/writing skills and in order to have teachers stay abreast of new developments, the Dean of Instruction will conduct staff professional development on instructional strategies and provide teacher support to individuals/groups in need of assistance, including substitutes when professional leave is required. To ensure continuing quality of instruction, administrators and teachers will attend PD conferences. Population: TI, MI, LEP, AR Timeline: August 2017-June 2018</p> | <p>Administrative staff Teachers Support Staff Special Ed. Support Team</p> | <p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, lesson plans, classroom observations Summative: STAAR</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Morningside students will be leaving their grade on grade level.

Evaluation Data Source(s) 1: Morningside students will continue to advance through grade levels through MS,HS, and into college.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| 1) 3rd - 5th grade students not meeting reading standards will be provided an extended day/week program in order to bring them to grade level using differentiated instruction. Supplemental instructional materials and supplies will be purchased to support the curriculum. October 2017 to April 2018. CNA pgs 24 and 27. | Administrative Staff Teachers Special Ed. Support Team | STAAR Scores, Meeting ARD Expectations, Benchmarks, TPRI/Tejas LEE scores, NRT Assessments | | | | |
| Funding Sources: 162 State Compensatory - \$20,218.00 | | | | | | |
| 2) Students will be expected to develop inquiry based, higher order thinking and problem solving skills. Supplemental instructional materials will be purchased to support the curriculum. Timeline: July 2017-April 2018 | Administrative Team Teachers Support Staff Special Ed. Support Team | Student Projects, STAAR Scores, Meeting ARD Expectations, Benchmarks, NRT Assessments | | | | |
| 3) Bilingual students will be monitored to ensure that the English language acquisition is taking place through: TELPAS, SELP, Stanford; English STAAR, TPRI assessments Timeline: August 2017-June 2018 | Administrative Team Bilingual Teachers SE Teachers | NRT, SELP, TELPAS results, EOY Data, | | | | |
| 4) All teachers will be GT certified so that these enhancing strategies can be used in all classes in order to provide differentiation for all students. GT students will be clustered by grade level to increase instructional effectiveness. Timeline August 2017-January 2018 | Principal Dean Teachers | Formative: Lesson Plans Summative: Walk-throughs | | | | |
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Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.







Performance Objective 1: Morningside Elementary School will maintain a safe and disciplined environment conducive to student learning

Evaluation Data Source(s) 1: Discipline procedures will result in improved behavior and enhance the learning environment on campus. The campus will show a decrease in referrals from the previous school year.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| <p>1) Staff Development: Staff and Students will be trained in effective methods of conflict resolution, violence prevention / drugs and character education; assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Staff will be trained on crisis intervention, violence/conflict resolution, bullying prevention, cyber bullying and safety; signs of child abuse; Response to Intervention (RtI); recent drug trends Awareness to Dangerous Games Children Play Timeline: August 2017-June 2018</p> | Administrative Team Counselors Students Teachers Support Staff Special Ed. Support Team | Walkthroughs Discipline Strategies Counselor Topic Presentations District Crisis, Discipline Referrals | | | | |
| <p>2) Students will be rewarded for good attendance and achievement. Timeline: August 2017-June 2018</p> | Administrative Team Teachers Support Staff Counselors Parent Liaison Data Entry | Average Daily Attendance | | | | |
| Funding Sources: 199 Local funds - \$0.00 | | | | | | |
| <p>3) Students will be rewarded for good attendance and achievement. Timeline: October 2017-June 2018</p> | Administrative Team Teachers Support Staff Counselors Parent Liaison Data Entry | Average Daily Attendance | | | | |
| Funding Sources: 199 Local funds - \$0.00 | | | | | | |

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| 4) Pre-Kinder to 5th Grade students and parents will be given School/Parent Compact and be given the Student Code of Conduct (SCC) and be made aware that it is in the website to ensure all students are afforded due process and their rights Timeline: August 2017 | Administrative Team Teachers Support Staff Parent Liaison | 100% Compact Receipt | | | | |
| 5) Teachers will implement positive discipline management strategies to decrease the number of discipline referrals. Timeline: August 2017-June 2018 | Administrative Team Teachers Support Staff Special Ed. Support Team | Discipline referrals to administration | | | | |
| 6) Morningside will implement an EOP: EOP will be multi-hazard in nature Will be reviewed & updated annually There will be 3 lockdowns; Shelter-in-place, Reverse evacuation, Drop & Cover Evacuation Timeline: August 2017-June 2018 | Administration Faculty BISD Police & Security | EOP Evaluations | | | | |
| 7) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds All students must obtain and display an Identification Card while on school grounds A security fence will be installed to ensure campus safety Visitors must present an identification at Sign-In and Escorted at all times. Timeline: August 2017-June 2018 | Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security | Evaluation Sheets | | | | |
| 8) Parent Presentations will be made periodically at campuses via parent meeting: Gang Awareness Bullying Internet Safety Drug, Alcohol and Tobacco Awareness Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. Timeline: September 2017-June 2018 | Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services. | Evaluations | | | | |
| 9) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed. Timeline: August 2017-June 2018 | Principals Counselors | Counselor logs S: PDAS | | | | |

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| <p>10) Review 360 will be implemented to keep track of behavioral concerns with students and will aid in the RtI process. Timeline: August 2017-June 2018</p> | <p>Teachers, Principal, Facilitator</p> | <p>Review 360 reports</p> | | | | |
| <p>11) The administration and counselors will communicate proper values, correct choices, and resistance to peer pressure through daily messages utilizing Project Wisdom. The Dean or other administration will read Words of Wisdom every morning during announcements. Timeline: August 2017-June 2018</p> | <p>Principals, counselors</p> | <p>Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments</p> | | | | |
| <p>Funding Sources: 211 Title I-A - \$600.00</p> | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.







Performance Objective 1: School campus will increase parental involvement by 10% to promote and support an environment conducive to student learning.

Evaluation Data Source(s) 1: Daily sign in sheets for parent volunteers, along with attendance sheets for weekly Parental Involvement meetings will reflect an increase of parent participation on campus as compared to last year.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation</p> <p>Population: All parents Timeline: Aug. 2017-December 2018 CNA pg. 29</p> | <p>Campus Administration Parent Liaison</p> | <p>Formative: Parental Involvement Policy Summative - Parent evaluation, Title 1-A Parental Involvement Compliance Checklist; STAAR results</p> | | | | |
| <p>2) Disseminate School-Parent-Student Compacts indicating each responsibilities to ensure student achievement.</p> <p>Population: Staff, parents and students Timeline: Aug. 2017-October 2017 CNA pg. 29</p> | <p>Campus Administration Parent Liaison</p> | <p>Formative: School-parent-student compacts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist</p> | | | | |
| <p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: All parents Timeline: Aug. 2017-November 2018</p> | <p>Parent Trainers Parent Liaisons Administration</p> | <p>Formative: Contact logs, Summative: Survey results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate</p> | | | | |
| <p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Population: All parents Timeline: Aug. 2017-June 2018</p> | <p>Campus Administration Parent Liaison</p> | <p>Formative: Parental Involvement Policy Summative: Composite of survey results, STAAR Results Title 1-A Parental Involvement Compliance Checklist</p> | | | | |

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| <p>5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents and community Timeline: Aug. 2017-June 2018</p> | <p>Campus administration Parent Liaison</p> | <p>Formative: Calendar, agenda, sign in sheets Summative: Composite of meeting minutes, STAAR Results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate</p> | | | | |
| <p>6) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy including the following: Student Code of Conduct Student-Parent-School Compact, Parental Involvement Policy, Emergency Operation Procedures, Volunteer Guidelines and Opportunities</p> <p>Population: All parents Timeline: Aug. 2017-Oct. 2018</p> | <p>Campus Administration Parent Liaison</p> | <p>Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist, Attendance rate</p> | | | | |
| <p>7) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships</p> <p>Population: Parents and community Timeline: Aug. 2017-June 2018</p> | <p>Campus Administration Parent Liaison</p> | <p>Formative: Increased parent participation Summative: STAAR Results Title 1-A Parental Involvement Compliance Checklist; Discipline referrals; Attendance rate</p> | | | | |
| <p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Population: All staff Timeline: Aug. 2017-June 2018</p> | <p>Campus Administration Parent Liaison</p> | <p>Formative: Agendas, Sign in sheets, handouts Summative: State Attendance and STAAR Results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate</p> | | | | |

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| <p>9) Parent Liaison will make home visit(s) as needed to ensure communication and proper parental signature/information/communication is maintained with parents, students and staff. Refreshments and snacks for weekly parent meetings in campus parent center will be provided.</p> <p>Population: Parents and students Timeline: Aug. 2017-June 2018 CNA pg. 29</p> | <p>Parent Liaison Teachers Administrator</p> | <p>Formative: Mileage Log, meeting agendas, handouts Summative: STAAR Results, Title 1-A Parental Involvement Compliance</p> | | | | |
| <p>Funding Sources: 211 Title I-A - \$16,527.00</p> | | | | | | |
| <p>10) Teachers will communicate with parents throughout the year to address positive and negative situations.</p> <p>Population: Parents Timeline: Aug. 2017-June 2018 CNA pg. 29</p> | <p>Campus administration teachers parent liaison</p> | <p>Formative: teacher logs, contact logs Summative: School messenger report, STAAR Results, Title 1-A Parental Involvement Compliance, discipline referrals</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.







Performance Objective 1: Morningside Migrant students will have a 95% passing rate with the STAAR test.

Evaluation Data Source(s) 1: Migrant students will participate in all supplemental instructional activities, including tutorials and extra-curricular activities, during the school year.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS students Timeline: August 2017-June 2018</p> | <p>Federal Program Administrator Campus Administrators Migrant Teachers Campus Clerks DMC MSC</p> | <p>Formative:Completed PFS Monitoring Tool Summative: Increased student performance, STAAR</p> | | | | |
| <p>2) All migrant students will receive grade appropriate health products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS/Migrant CNA pg. 23 Timeline: August 2017-June 2018</p> | <p>Campus Administrators</p> | <p>Completed Request for Supplemental Support Form w/ student NGS Number and Parent Student signature</p> | | | | |
| <p>Funding Sources: 212 Title I-C (Migrant) - \$775.00</p> | | | | | | |

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| <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Population: PFS/Migrant Timeline: August 2017-June 2018</p> | <p>Special Program Administrator Campus Principals Elementary Teachers MSC</p> | <p>Formative: CPALLS , TPRI, Tejas LEE, Aprenda, SAT-10 Summative: Post Assessments</p> | | | | |
| <p>4) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade PFS/Migrant students Timeline: August 2016-June 2017</p> | <p>Special Program Administrator Campus Principals Elementary Teachers MSC</p> | <p>Formative: Six Week Report Cards Summative: TPRI and Tejas LEE Assessment Results</p> | | | | |
| <p>5) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. Population: 1st grade PFS/Migrant students Timeline: August 2017-June 2018</p> | <p>Federal Programs Administrator Campus Principals Homeroom Teachers DMC MSC</p> | <p>Formative: Participants Surveys, Teacher Surveys, Six weeks grades Summative: Increased promotion rate, End-of- Summer School Programs Documentation</p> | | | | |
| <p>6) Migrant students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Population: 1st grade PFS/Migrant students Timeline: August 2017-June 2018</p> | <p>Special Programs Administrator Campus Principals Counselors Core Subject Teachers DMC MSC</p> | <p>Formative: BOY/MOY results, Benchmarks Summative: Increased promotion rates, STAAR Results , EOY results</p> | | | | |
| <p>7) In order to provide additional supplemental support to PFS student, additional school supplies, clothing, and hygiene products will be provided Population: 1st grade PFS/Migrant students Timeline: August 2017-June 2018</p> | <p>Campus Administration Special Programs Administrator MSC Campus Teachers</p> | <p>Formative: PFS Monitoring Tool, Distribution Log, Report Cards Summative: Increased attendance, increased promotion rates, increased student performance</p> | | | | |
| <p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 2017-June 2018</p> | <p>Parent Liaison Campus Administration Campus teachers Recruiters DMC MSC</p> | <p>Formative: BOY/MOY, Six Weeks Grades, Agendas Summative: Academic success for all PK-2nd grade students EOY Promotion Rate</p> | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>9) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: October 2017- May 2018</p> | <p>Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p> | <p>Formative: BOY/MOY, Six Weeks Grades, Benchmarks Summative: Increase promotion rates & test performance</p> | | | | |
| <p>10) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 2017- May 2018</p> | <p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p> | <p>Formative: Meetings, agendas Summative: Timely placement into Interventions, report cards</p> | | | | |
| <p>11) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2018</p> | <p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p> | <p>Formative: Survey results Summative: Increase on- time graduation</p> | | | | |
| <p>12) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, MS and HS PFS Migrant Students Timeline: March 2018</p> | <p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p> | <p>Formative: Six Weeks Grades Summative: Increased STAARS Scores for PFS students</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |







Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Morningside will increase the percentage of resources provided to students to develop technology skills and activities that requires technology as appropriate to their grade level abilities.

Evaluation Data Source(s) 1: Morningside will monitor increased usage of technology through computer based programs such as TTM, iStation, and Living With Science. Usage reports will reflect an increase in time spent per student as compared to last year.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Apr | June |
| 1) Integrating technology to our PK-5th grade classrooms will help teachers to better implement their scope and sequence into their lesson plans so that students will meet their grade level expectations. TECH based instruction will be provided to reinforce students skills. Besides educational websites, students will also use Riverdeep and Study Island in the classroom as well as in the lab for enrichment. Timeline: August 2017-June 2018 | Administrative Staff, Technology Teacher, Teachers, District Computer Specialists | Pre/Post Testing, STAAR Scores, Meeting ARD Expectations. | | | | |
| 2) Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. Timeline: August 2017-May 2018 | Principal, Instructional Facilitator, Consultants, Teacher | project grades and presentations, Improved student technology skills | | | | |
| 3) The Students & Teachers will access and use Internet Databases & United Streaming. Students will be able to increase technology research media. Timeline: August 2017-May 2018 | Principal, Instructional Facilitator, Teachers | Project grades, Improved student technology skills & STAAR scores | | | | |
| 4) The Instructional Technology Department along with the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension. Timeline: August 2017-April 2018 | Staff, Technology Dept. TST Administration | Increase technology skills for the teachers and lesson | | | | |

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>5) Teachers will integrate technology into their curriculum offerings as appropriate to their grade level throughout the year. Students will be exposed to instructional modules to increase comprehension in various content areas. Timeline: August 2017-June 2018</p> | <p>Principal, Instructional Facilitator, Teachers.</p> | <p>Increase Teacher documentation of technology integration into the curriculum as evident in classroom walkthroughs</p> | | | | |
| <p>6) Computer Lab: All pre-kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of computer skills. Additionally, students will work at computer stations on programs that will increase their reading and math skills to help increase their level of academic performance and improve their ability to produce computer generated projects. Timeline: August 2017-June 2018</p> | <p>Principal Facilitator Asst Principal Teachers Support Staff</p> | <p>10% increase on STAAR scores EOY grades walkthroughs</p> | | | | |
| <p>7) TST will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction. Timeline: August 2017-June 2018</p> | <p>Principal Facilitator Classroom Teachers Librarian Support Staff</p> | <p>EOY Grades STaR Chart PDAS</p> | | | | |
| <p>8) Facilitator and TLI will provide instruction on the usage of Tango Trends to analyze data results and target instruction in Reading, Math, Science, and Writing. Timeline: August 2017-April 2018</p> | <p>Dean of Instruction TLI</p> | <p>TPRI/TEJAS LEE Scores will provide data analysis that will help with grouping of students by Tier I, II, and III BM and STAAR scores will reflect usage.</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Instruction by highly qualified teachers will be provided to students who are not meeting reading/writing standards. 3rd - 5th grade students not meeting reading/writing standards will be provided an extended day/week program to meet State and District accountability standards. Lesson plans (regular and tutorial) will adhere closely to District frameworks and reflect the educational needs of all students. The campus will also provide extended day enrichment for all students in all grade levels to help ensure their academic progress and provide additional opportunities for learning in the areas of art, dance, physical education and social studies. Population: TI; MI; LEP; SPED; AR; GT; DYS students Timeline: Tutorials on Tuesday, Wednesday and Thursday from September 2017-April 2018 CNA pgs 24 and 27 |
| 1 | 1 | 10 | SPED students will be monitored to ensure appropriate, timely assistance is provided prior to testing (STAAR, STAAR-M, STAAR-Alternate). Population: All SPED students Timeline: Daily Aug. 2017-June 2018 CNA pg. 24 |

State Compensatory

Budget for Morningside Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|--|---------------------|
| 6100 Payroll Costs | | |
| 162-11-6118-00-129-Y-24-SSI-Y | 6118 Extra Duty Stipend - Locally Defined | \$13,112.00 |
| 162-11-6118-00-129-Y-30-000-Y | 6118 Extra Duty Stipend - Locally Defined | \$8,876.00 |
| 162-11-6118-00-129-Y-30-0K2-Y | 6118 Extra Duty Stipend - Locally Defined | \$25,135.00 |
| 162-11-6119-00-129-Y-30-054-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$65,005.00 |
| 162-11-6119-00-129-Y-34-PKK-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$116,948.00 |
| 162-13-6119-31-129-Y-30-000-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$67,473.00 |
| 6100 Subtotal: | | \$296,549.00 |
| 6200 Professional and Contracted Services | | |
| 162-11-6112-00-129-Y-30-0K2-Y | 6249 Contracted Maintenance & Repair | \$2,800.00 |
| 6200 Subtotal: | | \$2,800.00 |
| 6300 Supplies and Services | | |
| 162-11-6399-00-129-Y-30-0K2-Y | 6399 General Supplies | \$2,065.00 |
| 6300 Subtotal: | | \$2,065.00 |

Personnel for Morningside Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|---------------------|--------------------|------------|
| Dolores Gonzalez | Pre-K Teacher | State Compensatory | .50 |
| Guadalupe Murillo | Pre-K Teacher | State Compensatory | .50 |
| James Crixell | Dean of Instruction | State Compensatory | 1 |
| Linda Davis | Dyslexia Teacher | State Compensatory | 1 |
| Marcela Gracia | Pre-K Teacher | State Compensatory | .50 |
| Victor Guajardo | Pre-K Teacher | State Compensatory | .50 |

Title I

Schoolwide Program Plan

Morningside Elementary School-Wide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

Morningside Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pgs. 8-31) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the commended performance level in all content areas.

2: Schoolwide Reform Strategies

To accomplish these objectives listed in the comprehensive needs assessment, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. (Activities 1.1, 1.2, 1.3, 3.1)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. **Instruction by highly qualified teachers will be provided for students who are not meeting reading/writing standards.** Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The District also pays stipends for attainment of a Master's Degree, being a TST (Technology Support Teacher), core academic professional development, bilingual, and special education positions.(Activities #1.1, 1.2, 1.3)

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to support teachers in implementing the curriculum and staying abreast of STAAR testing. (Activity #1.3)

5: Strategies to attract highly qualified teachers

In order to attract highly qualified teachers, the school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to support teachers in implementing the curriculum and staying abreast of STAAR testing. (Activities 1.21)

6: Strategies to increase parental involvement

In order to increase parental involvement, Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Morningside will be more conscience of what the interests are for our parents and try to accommodate them. (Activities 6.1, 6.5, 6.6)

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start to assist with the transition to Morningside will be held annually in the Spring **and** for 5th grade students and their parents to assist with the transition into middle school. (Activity 1.19)

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP/SSLP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (Activities 1.2, 1.5. 1.6)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Response to Intervention is being implemented to ensure student success. (Activities 1.7, 1.8, 1.10 1.12)

10: Coordination and integration of federal, state and local services and programs

Morningside Elementary will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title 1 funds along with Local, State Compensatory Education, State Bilingual, State Special Education, and are used for many activities including professional development activities purchase of supplemental instructional materials, media, and library resources used to improve and enhance the overall program.

Morningside Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting September 15, 2014. Tutorials will be every Tuesday and Wednesday for the first school semester, and will increase to Tuesday-Thursday for the remainder of the school year beginning January 6th, 2015. Additional Saturday tutorials will be scheduled beginning on March 21, 2015. Morningside elementary will also use the State Compensatory funds to purchase supplemental instructional materials and instructional programs such as Living with Science. (Activities 1.1, 1.2, 1.4, 3.1)

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------------|----------------------|------------------|------------|
| Deyanira Berrones | PK Teacher Aide | T1-A PK | 1 |
| Elida R. Garcia | 3yr old teacher Aide | 3yr Old Program | 1 |
| Gicela Ramos | PK Teacher Aide | T1-A PK | 1 |
| Jessica Casas | Kinder Teacher Aide | Federal Programs | 1 |
| Katie Joy Alejandro | Nurse | T1-A | .40 |
| Lizbeth Garcia | 3yr Old Teacher | 3yr old program | 1 |
| Martha A. Figueroa | Library Aide | T1-A Aide | 1 |
| Monica Gutierrez | PK teacher Aide | T1-A PK | 1 |
| Sylvia Guillen | Kinder Teacher Aide | TI-A Federal | 1 |
| Veronica Valdivia | Parent Liaison | T1-A | 1 |

Campus Funding Summary

| 199 Local funds | | | | | |
|-------------------------------|------------------|-----------------|--|-------------------------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 4 | | | \$0.00 |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 162 State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Software Licensing for Living With Science | 162-11-6249-00-129-Y-30-0K2-Y | \$1,400.00 |
| 1 | 1 | 6 | Duplicating paper | 162-11-6396-00-129-Y-30-000-Y | \$1,000.00 |
| 1 | 1 | 6 | Duplicating paper | 162-11-6396-00-129-Y30-000-Y | \$2,000.00 |
| 1 | 1 | 6 | projectors | 162-11-6398-62-129-Y30-000-Y | \$5,300.00 |
| 1 | 1 | 6 | laptop computers | 162-11-6649-62-129-Y30-000-Y | \$17,000.00 |
| 3 | 1 | 1 | Extra Duty Pay | 162-11-6118-00-129-Y-30-000-Y | \$24,240.00 |
| 3 | 1 | 1 | Supplies | 162-11-6399-00-129-Y-30-000-Y | \$32,672.00 |
| 3 | 1 | 7 | 2 FTEs | 162-11-6119-00-129-Y-34-PKK-Y | \$116,948.00 |
| 3 | 1 | 8 | 1 FTE | 162-13-6119-31-129-Y-30-000-Y | \$67,473.00 |
| 3 | 1 | 9 | 1 FTE | 162-11-6119-00-129-Y-30-054-Y | \$65,055.00 |
| 4 | 1 | 1 | Extra duty | 162-13-6112-00-129-Y30-000-Y | \$15,618.00 |
| 4 | 1 | 1 | Instructional supplies | 162-11-6411-23-129-Y30-000-Y | \$4,600.00 |
| Sub-Total | | | | | \$353,306.00 |
| 163 State Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Extra Duty Pay | 163-11-6118-00-129-Y25-000-Y | \$0.00 |
| 1 | 1 | 4 | | | \$2,065.00 |
| 1 | 1 | 17 | Substitutes for LPAC teachers | 163-11-6112-00-129-Y25-000-Y | \$2,000.00 |

| | | | | | Sub-Total | \$4,065.00 |
|--------------------------------|------------------|-----------------|--|-------------------------------|--------------------|---------------|
| 211 Title I-A | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 1 | 1 | 1 | Extra Duty Pay | 211-11-6118-00-129-Y30-0F2 | | \$1,400.00 |
| 1 | 1 | 3 | Travel budget | 211-13-6411-23-129-Y-30-AYP-Y | | \$2,975.00 |
| 1 | 1 | 4 | | 211-11-6399-00-129-Y-30-0F2-Y | | \$23,458.00 |
| 1 | 1 | 5 | projectors and laptops | 211-11-6649-62-129-Y-30-0F2-Y | | \$8,033.00 |
| 1 | 1 | 5 | | 211-11-6399-16-129-Y-30-0F2-Y | | \$2,000.00 |
| 1 | 1 | 6 | General supplies | 163-11-6399-00-129-Y25-000-Y | | \$456.00 |
| 1 | 1 | 6 | General supplies, duplicating paper | 211-11-6399-00-129-Y-30-0F2-Y | | \$4,000.00 |
| 1 | 1 | 6 | Duplicating paper | 211-11-6396-00-129-Y-30-0F2-Y | | \$500.00 |
| 1 | 1 | 6 | General supplies | 211-11-6398-00-129-Y-30-0F2-Y | | \$500.00 |
| 1 | 1 | 8 | All classified para-professionals | 211-11-6129-06-129-Y24-0F2 | | \$126,500.00 |
| 1 | 1 | 19 | | 211-33-6119-00-129-Y-30-0F2-Y | | \$21,659.00 |
| 5 | 1 | 11 | Project Wisdom | | | \$600.00 |
| 6 | 1 | 9 | Refreshments and miscellaneous operating costs for parent meetings | 211-61-6499-53-129-Y-30-0F2-Y | | \$300.00 |
| 6 | 1 | 9 | Parent Liaison | | | \$16,227.00 |
| | | | | | Sub-Total | \$208,608.00 |
| 212 Title I-C (Migrant) | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 7 | 1 | 2 | | 212-11-6399-00-129-Y-24-0F2-Y | | \$775.00 |
| | | | | | Sub-Total | \$775.00 |
| | | | | | Grand Total | \$566,754.00 |