Brownsville Independent School District

Morningside Elementary

2019-2020 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

Revised/Approved: May 27, 2019

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 2017-2018 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 addtional, 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 toMorningsidewill beheld 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 localfunds 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 hygene 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 <u>Demographics</u>:**

    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 mobiliy 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.

    <u>**Staff Quality, Recruitment and Retention Summary**</u>

    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 2018-2019 Campus Improvement Plan.

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.

Staff quality, recruitment and retention strengths

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

Demographics Needs

1. **CNA Procedures for <u>Demographics</u>:**

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

II. Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs:

1. Enrollment - Campus enrollment must be promoted throughout the community, from PK3/4 through 5th grade.

2. Attendance - Once enrolled, attended must be closely monitored daily to ensure 98% attendance or higher.

3. Special Program - Special programs must be provided to ensure students have opportunities to compete and succeed on campus.

1. **III. Findings/Analysis Results:** The following strengths/area of improvement was identified after all findings were analyzed by the SBDM Committee.

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 needs listed above would be addressed through GL meetings, monthly SPED co-planning, and coordination with teachers and parent liaison to continually monitor student attendance.

Staff Quality, Recruitment, and Retention Needs

1. Maintain a high morale with the staff by showing appreciation throughout the year (Provide snacks at all GL and staff meetings, "Staff of the week", Holiday luncheons)

2. Provide on-going staff development to address Benchmark results and strategies, TLI strategies, STAAR focus TEKS.

Student Academic Achievement

Student Academic Achievement Summary

Student Achiement Summary

Morningside Elementary met the standard based on the state assessment results during the 2017-2018 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 85% or higher of all students passing all areas of the STAAR. We will strive for continued success through the implementation of differentiated instuction, Tiered instruction, RTIs, TLI strategies, and continued professonal 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 2018-2019 Campus Improvement Plan.

Campus Objectives/Summative Evaluation

Language Arts

Test Data Grade Level Reading	Subgroup	Satisfactory 2017-2018 R	Advanced 2017-2018 R	Satisfactory 2015-2016 R	Advanced 2015-2016 R	Satisfactory (Approaches) 2016-2017 R	Advanced (Masters) 2016-2017	Satisfactory (Approaches) Gain/Loss (% Points)

Test Data Grade Level Reading	Subgroup	Satisfactory 2017-2018 R	Advanced 2017-2018 R	Satisfactory 2015-2016 R	Advanced 2015-2016 R	Satisfactory (Approaches) 2016-2017 R	Advanced (Masters) 2016-2017	Satisfactory (Approaches) Gain/Loss (% Points)
STAAR Grade 3 (English)	All Students	83	26	88	23	80	38	-8
	Hispanic	83	26	89	24	80	18	-9
	White	100	0	0	0	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	84	12	90	15	67	Note: Data listed as percentages	-23
	At-Risk	80	14	90	19	67	22	-23
	Eco. Disadv.	83	27	88	24	80	39	-8
	Special Ed.	75	0	33	0	29	7	+42
	GT	100	57	100	50	100	75	0
	Migrant	67	33	*	*	100	100	+100

Test Data Grade Level Reading	Subgroup	Satisfactory 2017-2018 R/W	Advanced 2017-2018 R/W	Satisfactory 2015-2016 R/W	Advanced 2015-2016 R/W	Satisfactory (Approaches) 2016-2017 R/W	Advanced (Masters) 2016-2017 R/W	Satisfactory Gain/Loss (% Points)

Note: Data listed as percentages

		Satisfactory (Approaches) 2016-2017	Advanced (Masters) 2016-2017	Satisfactory Gain/Loss (%-Points)

Reading/Writing STAAR Grade 4 Test Data (English)

Subgroup	Satisfactory 2017-2018	Advanced 2017-2018	Satisfactory 2015-2016	Advanced 2015-2016	Satisfactory 2016-2017	Advanced 2016-2017	Gain/Loss
All Students	77/72	48/43	82/77	15/18	78/79	16 /7	-4/-1
Hispanic	77/72	48/43	81/77	15/18	79/80	17/7	-2/+2
White	*/*	*/*	*/*	*/*	0/0	0/0	+0/+0
Asian	*/*	*/*	*/*	*/*	*/*	* /*	*
LEP	64/50	29/14	71/68	8/9	65/71	0/0	6/+3
At-Risk	63/56	37/23	82/73	10/10	61/65	4/0	-21/-6
Eco. Disadv.	74/71	44/38	81/76	14/18			-4/+3
Special Ed.	25/19	12/0	30/30	0/0	27/36	0/0	-4/+6
GT	93/93	64/71	93/100	33/47	100/100	63/13	
Migrant	*/*	*/*	100/100	0/100	0/0	0/0	-100/-100

Reading STAAR Grade 5 (Spanish) (English)

Subgroup	2017-2018	2017-2018	2015-2016	2015-2016	2016-2017	2016-2017	Gain/Loss
All Students	75/100	25/50	100/75	0/25	25/25	0/0	-75/-50
Hispanic	75/0	25/50	100/75	0/25	25/25	0/0	-75/-50
White	85	22	79	2	92	20	+13
Asian	86	23	79	2	92	20	+13
LEP	75/75	25/50	100/0	0/0	25/25	0/0	-75/+25
At-Risk	100/100	33/67	100/75	0/25	25/25	0/0	-75/-50
Eco. Disadv.	79/100	50/100	69/75	0/25	82	0/0	-100/375
Special Ed.	62	26	102/75	0/25	84	*5	+12
Eco. Disadv.	84	30	78	2	9	20	+13
Special Ed.	30	0	37	0	64	0	+34
GT	100	50	100	100	95	53	-5
Migrant	*	*	*	*	100	0	+100

Test Data Grade Level	Subgroup	Satisfactory 2017-2018	Advanced 2017-2018	Satisfactory 2015-2016	Advanced 2015-2016	Satisfactory (Approaches) 2016-2017	Advanced (Masters) 2016-2017	Satisfactory Gain/Loss (% Points)
STAAR-M Reading/Writing Grade 3	All Students	*	*	*	*	*	*	*
	Hispanic	Satisfactory	Advanced	Satisfactory	Advanced	*	*	Satisfactory
	White	*/*	*/*	*	*	*	*	*
	Asian	*/*	*/*	*	*	*	*	*
	LEP	R/W	R/W	R/W	R/W	*	*	*
	At-Risk	*	*	*	*	R/W	R/W	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	1*	*	*	*	*	*	*
STAAR-M Grade 4	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-M Grade 5	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*

Note: Data listed as percentages

Test Data Grade Level Reading/Writing	Subgroup	Satisfactory 2017-2018 R/W	Advanced 2017-2018 R/W	Satisfactory 2015-2016 R/W	Advanced 2015-2016 R/W	Satisfactory (Approaches) 2016-2017 R/W	Advanced (Masters) (Accomplished) 2016-2017 R/W	Satisfactory Gain/Loss (% Points)
	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
STAAR-Alt **Grade 4**	All Students	*/*	*/*	0/0	0/0	100/100	0/100	+100/+100
	Hispanic	*/*	*/*	0/0	0/0	100/100	0/100	+100/+100
	White	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Asian	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	LEP	*/*	*/*	0/0	0/0	*/*	*/*	*/*
	At-Risk	*/*	*/*	*/*	*/*	100/100	0/100	+100/+100
	Eco. Disadv.	*/*	*/*	0/0	0/0	100/100	0/100	+100/+100
	Special Ed.	*/*	*/*	0/0	0/0	100/100	0/100	+100/+100
	Migrant	*/*	*/*	*/*	*/*	*/*	*/*	*/*
STAAR-Alt **Grade 5**	All Students	*	*	0	0	100	0	+100
	Hispanic	*	*	0	0	100	0	+100
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	0	0	*	*	*
	At-Risk	*	*	0	0	100	0	+100
	Eco. Disadv.	*	*	0	0	100	0	+100
	Special Ed.	*	*	0	0	100	0	+100
	Migrant	*	*	*	*	*	*	*

Test Data Grade Level Math	Subgroup	Satisfactory 2017-2018 M	Advanced 2017-2018 M	Math Satisfactory 2015-2016 M	Advanced Evaluation 2015-2016 M	Satisfactory (Approaches) 2016-2017 M	Advanced (Masters) 2016-2017 M	Satisfactory Gain/Loss (% Points)
STAAR Grade 3 (English)	All Students	91	49	88	23	91	36	+3
	Hispanic	92	48	88	24	91	36	+3
	White	*	*	0	0	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	92	40	90	15	88	18	-2
	At-Risk	88	36	90	19	85	25	-5
	Eco. Disadv.	92	46	88	24	91	36	+3
	Special Ed.	83	16	33	0	50	7	+17
	GT	100	93	100	50	100	50	+/-0
	Migrant	100	67	*	*	*	*	*

Test Data Grade Level Math	Subgroup	Satisfactory 2017-2018 M	Advanced 2017-2018 M	Satisfactory 2015-2016 M	Advanced 2015-2016 R/W	Satisfactory (Approaches) 2016-2017 M	Advanced (Masters) 2016-2017 M	Satisfactory Gain/Loss (% Points)
						Note: Data listed as percentages		

STAAR **Grade 3** **(Spanish)**	All Students	100	100	100	25	67	0	-33
	Hispanic	100	100	100	25	67	0	-33
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	100	100	100	25	67	0	-33
	At-Risk	100	100	100	25	67	0	-33
	Eco. Disadv.	100	100	100	33	100	0	+/-0
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR **Grade 4** **(English)**	All Students	81	53	87	22	86	16	-1%
	Hispanic	81	53	87	22	86	16	-1%
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	71	29	82	9	78	10	-4%
	At-Risk	71	31	83	9	83	9	0%
	Eco. Disadv.	82	50	87	23	86	16	-1%
	Special Ed.	37	13	20	20	56	0	+36%
	GT	93	86	100	82	100	47	+/-0
	Migrant	*	*	100	0	100	100	+/-0
STAAR **Grade 4** **(Spanish)**	All Students	50	0	86	0	67	0	-19%
	Hispanic	50	0	86	0	67	0	-19%
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	50	0	86	0	67	0	-19%
	At-Risk	67	0	86	0	67	0	-19%
	Eco. Disadv.	50	0	86	0	67	0	-19%
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*

Test Data Grade Level Math	Subgroup	Satisfactory 2017-2018 M	Advanced 2017-2018 M	Satisfactory 2015-2016 M	Advanced 2015-2016 M	Satisfactory (Approaches) 2016-2017 M	Advanced (Masters) 2016-2017 M Note: Data listed as percentages	Satisfactory Gain/Loss (% Points)
STAAR Grade 5 (English)	All Students	91	33	78	9	91	21	+13%
	Hispanic	91	33	78	9	91	21	+13%
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	79	*	74	3	87	7	+13%
	At-Risk	88	0	76	2	87	9	+11%
	Eco. Disadv.	88	33	78	8	91	21	+13%
	Special Ed.	50	0	30	0	40	20	+10%
	GT	100	*	100	11	100	82	0%
	Migrant	*	*	50	50	100	0	+50%
	All Students	*	*	50	0	67	17	+17%
	Hispanic	*	*	50	0	67	17	+17%

Test Data Grade Level	Subgroup	Satisfactory 2017-2018	Advanced 2017-2018	Satisfactory 2015-2016	Advanced 2015-2016	Satisfactory (Approaches) 2016-2017	Advanced (Masters) 2016-2017	Satisfactory Gain/Loss (% Points)
STAAR-M Grade 3 Math	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	LEP	M	M	M	M	M	M	*
	At-Risk	*	*	*	*	M	M	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-M Grade 4	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-M Grade 5	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*

Test Data Grade Level Math	Subgroup	Satisfactory 2017-2018 M	Advanced 2017-2018 M	Satisfactory 2015-2016 M	Advanced 2015-2016 M	Satisfactory (Approaches) 2016-2017 M	Advanced (Masters) 2016-2017 M	Satisfactory Gain/Loss (% Points)
STAAR-Alt Grade 3	All Students	0	0	50	*	100	100	+50
	Hispanic	0	0	50	*	100	100	+50
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	0	0	50	*	*	*	*
	At-Risk	0	0	50	*	100	100	+50
	Eco. Disadv.	0	0	0	*	100	100	+50
	Special Ed.	0	0	50	*	100	100	+50
	Migrant	*	*	*	*	*	*	*
STAAR-Alt Grade 5	All Students	*	*	0	0	100	100	+100
	Hispanic	*	*	0	0	100	100	+100
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	0	0	*	-	*
	At-Risk	*	*	0	0	100	100	+100
	Eco. Disadv.	*	*	0	0	100	100	+100
	Special Ed.	*	*	0	0	100	100	+100
	Migrant	*	*	*	*	*	*	*

Note: Data listed as percentages

Test Data Grade Level Science	Subgroup	Satisfactory 2017-2018 S	Advanced 2017-2018 S	Satisfactory 2015-2016 S	Advanced 2015-2016 S	Satisfactory (Approaches) 2016-2017 S	Advanced (Masters) 2016-2017 S	Satisfactory Gain/Loss (% Points)
STAAR Grade 5 (English)	All Students	74	10	84	6	81	12	-3
	Hispanic	75	10	84	6	81	12	-3
	White	0	0	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	55	0	77	3	68	3	-9
	At-Risk	63	4	78	2	72	4	-6
	Eco. Disadv.	73	9	84	6	81	12	-3
	Special Ed.	30	0	40	0	40	0	+/-0
	GT	100	25	100	20	95	27	-5
	Migrant	*	*	100	0	0	0	-100

Science

Campus Objectives/Summative Evaluation

Test Data Grade Level Science	Subgroup	Satisfactory 2017-2018 S	Advanced 2017-2018 S	Satisfactory 2015-2016 S	Advanced 2015-2016 S	Satisfactory (Approaches) 2016-2017 S	Advanced (Masters) 2016-2017 S	Satisfactory Gain/Loss (% Points)

STAAR Grade 5 (Spanish)	All Students	50	0	67	0	67	0	+/-0
	Hispanic	50	0	67	0	67	0	+/-0
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	50	0	67	0	67	0	+/-0
	At-Risk	57	0	67	0	80	0	+13
	Eco. Disadv.	57	0	67	0	67	0	+/-0
	Special Ed.	*	*	*	*	100	0	+100
	GT	*	*	*	*	*	*	*
	Migrant	*	*		*	*	*	*
STAAR-M Grade 5	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-Alt Grade 5	All Students	*	*	0	0	100	100	+100
	Hispanic	*	*	0	0	100	100	+100
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	0	0	*	*	*
	At-Risk	*	*	0	0	100	100	+100
	Eco. Disadv.	*	*	0	0	100	100	+100
	Special Ed.	*	*	0	0	100	100	+100
	Migrant	*	*	*	*	*	*	*

Note: Data listed as percentages

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Student Academic Achievement Strengths

Student Academic Achievement

Students passing percentage (approaches) continues to be over 80% in all testing grade level and subject on average.

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

Student Achievement Needs

1. Extended day tutorial instruction will be provided to all students in need of addtional assistance in Reading, Math, Writing, and/or Science. (1.1)

2. Increase Reading and Fluency Comprehension for all sub-populations (TLI District initiatives, benchmarks, progress monitoring, daily/weekly fluency drills)

3. Provide addtional reading materials to the campus. Additional storage shelves will be purchased to maintain neat, orderly access to library reading materials.

4. Differenciated instruction for all ELL students (Small group instruction, tierred instructional grouping, ELPS incorporated in daily lessons)

5. LPAC committee teachers will meet to discuss student progress in detail during the school day. Substitutes will be provided.

6. Substitutes will be provided to enable regrouping of bilingual students following the first round of 5th grade assessments in April.

7. The campus will provide a Dyslexia teacher to work to meet the needs of that student population.

8. Maintain Exemplary Status by preparing students for exams by providing tutorials and increased instructional computer lab time

9. Provide more supplemental STAAR instructional materials (1.4)

10. Prepare students academically for exams by providing tutorials and increased instructional computer lab time

11. Raise the levels of Commended Performance above 50% by doing tutorials, pull outs and Saturday Academies

12. Laptops and Projectors are needed in all classrooms for delivery of instruction (1.6)

13. Migrant students will be provided hygene products, classroom supplies, clothing and shoes in order to increase attendance and receive consistent instruction (7.7)

14. A refrigerator and furniture will be purchased for use during faculty, staff and parent meetings and/or trainings on campus. (1.6)

15. Duplicating paper, ink and toner will be purchased to provide additional handouts, worksheets, homework assignments and tutorial materials. (1.6)

16. Supplemental instructional materials, including manipulative for PK/Kinder and STAAR based supplemental books for grades 3-5, will be purchased to support the curriculum for all students on campus, including regular education, SPED and ELL. (1.4)

17. Substitutes will be provided as necessary for teachers to attend specified professional development opportunities

18. Warranties and licenses for HATCH computers will be purchased by campus to ensure usage throughout the year.

19. Computer headsets will be purchased for instructional computer lab to supplement instruction and ensure mastery of all TEKS in all grade levels.

20. Utilize BISD Media Services to provide students with instructional material to enhance student achievement. (1.5)

21. Purchase computer software for iPads for targeted bilingual instruction

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction & Assessment

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: Prodigy, Living with Science

Staff Recruitment & Retention

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.

School Organization

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, document cameras, laptops and dictionaries 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 2018-2019 Campus Improvement Plan.

Technology

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 2018-2019 school year. The campus will purchase laptops, projectors and document cameras to ensure student success through digital instruction.

School Processes & Programs Strengths

Curriculum, Instruction & Assessment Strengths

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

Staff Recruitment & Retention Strengths

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

School Organization Strengths

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

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

Curriculum, Instruction, and Assessment Needs

1. Horizontal/Vertical alignment planning sessions are needed to prepare for STAAR rigor by having grade level meetings to analyze data (BM, previous STAAR) and develop strategies for improving student performance.

2. Embed DOK in daily lessons, weekly tests and benchmarks

3. Extended day tutorials will be implented for all AR students (1.1)

4. Supplemental instructional materials and supplies will be provided to ensure student achievement is accomplished. (1.4)

5. Laptops, document cameras, and projectors will be purchased to enhance instruction and ensure student achievement. (1.6)

6. The campus will attract highly qualified teachers by providing high-quality professional development, stipends for lead teachers and curriculum development, and other incentives. (1.3)

Staff Quality, Recruitment, and Retention Needs

7. Maintain a high morale with the staff by showing appreciation throughout the year (Provide snacks at all GL and staff meetings, "Staff of the week", Holiday luncheons)

8. Provide on-going staff development to address Benchmark results and strategies, TLI strategies, STAAR focus TEKS.

School Context and Organization Needs

9. Classrooms need white boards for delivery of instruction in all grade levels

10. Projectors needed in all classrooms for instruction

11. Media center will be utilized for to help meet student instructional needs

Technology Needs

12. Increased accessibility to computers for all students for instructional technology for use with campus and District instructional technology programs (TTM, iStation, LWS).

13. Increase integration of technology into classroom instruction through purchase of laptops (5th grade COWs in every classroom) and scheduled computer lab time.

14. Teachers need to attend more professional development on different programs to be utilized by teachers/students. Training on these programs will be

provided through continuous professional development opportunities offered by the District throughout the 2018-2019 school year, as offered through the District technology department on a weekly basis.

15. Updated models of computers to keep up with demands of more enhanced software are needed for delivery of instruction.

Perceptions

Perceptions Summary

<u>Family & Community Engagement</u>

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 2018-2019 Campus Improvement Plan.

<u>School Culture and Climate</u>

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 2017-2017 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.

Perceptions Strengths

<u>Family and Community Engagement</u>

- Morningside has a parent center
- Parental meetings take place weekly.
- Meetings often have guest speakers who train and inform the parents on a variety of topics about the school.

School Culture & Climate

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

Family and Community Involvement Needs

1. Teachers will communicate with parents throughout the year to address positive and negative situations. Therefore, parent/teacher communication will be increased. (6.1.11)

2. Improve communication between home and school through parental meetings that meet the needs and interests of parents (6.1.1, 6.1.2, 6.1.10)

3. Increase level of parental support through weekly meetings and parent trainings. (6.1.10)

4. Refreshments will be provided at weekly parent meetings (6.9)

School Culture and Climate Needs

5. A Parent Liaison is stationed on campus to organize parent activities and check on attendance.

6. A School nurse is stationed on campus daily for all health concerns.

7. Updated supplemental instructional resources for campus/facility corresponding to TEKS/STAAR

8. More Parent Activities (Weekly parent trainings on multiple topics including STAAR, Fluency, SPED, TLI)

9. Positive recognition for good behavior ("Fabulous Friday", popcorn parties, awards ceremonies, morning trivia awards)

10. Morningside will host parent meetings weekly. The campus will purchase supplies, including a microwave, coffee pot and mini refrigerator, to prepare for the weekly meeings.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: May 27, 2019

Goal 1: Morningside 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: Morningside performance for all students in grades 3-5, in all subjects, will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) System Safeguard Strategy Critical Success Factors CSF 1, CSF 4 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 2019-April 2020 SAA #1	2.4, 2.5, 2.6	Administrative Staff Teachers Special Ed. Support Team	Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments				
	Funding Sources: 162 State Compensatory - 0.00, 211 Title I-A - 0.00, 199 Local funds - 0.00						
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 2019-June 2020 CNA pgs. 7, 28	2.4, 2.6	Administrative Staff, Technology Teacher, Teachers, District Computer Specialists Administrator for State Compensatory Education	Formative: Lesson plans, classroom observations, student progress reports, software usage reports, benchmark scores Summative: STAAR results, report cards, TPRI/TEJAS LEE results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. A dedicated printer will be purchased to dessiminate assessment results throughout the year. 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 2019-June 2020 SPPSQ #8		Teachers Principal Dean of Instruction Assistant Principal TLI Teacher Specialist	Formative: increased scores at Phase I, II, and III in benchmarks Summative: STAAR Assessments, TPRI/TEJAS LEE results				
	Funding Sources: 199 Local funds - 0.00						
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 2019-June 2020 SAA #16	2.4, 2.6	Administrative Team Teachers Support Staff Special Ed. Support Team District Curriculum Specialist	Formative: Benchmarks scores, progress reports Summative: STAAR scores, TPRI/TEJAS LEE scores, TELPAS scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Desktop computers will be purchased to improve instructional delivery.		Administrative Staff Teachers Support Staff Special Ed. Support Team	Formative: Benchmarks, progress reports, walk-throughs, lesson plans Summative: TPRI/TEJAS LEE results, STAAR scores, NRT Assessments, report cards				
Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2019-June 2020 SPPSCO #11	**Funding Sources**: 211 Title I-A - 2000.00						
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, document cameras, Dell external DVD players, and USB drives in order to provide teachers and students with adequate resources to improve student academic performance. Computers will be purchased to supplement instruction to ensure mastery of all TEKS throughout all grade levels. Software will be purchased for iPads to facilitate targeted bilingual instruction. 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. Licenses and warranties for HATCH computers will be purchased to ensure continuous usage. The campus will add computer headsets for the instructional computer lab , room 202.	2.6	Principal, Dean of Instruction	Formative: Benchmarks, progress reports Summative: STAAR Scores, Report Cards, TPRI/Tejas LEE scores				
Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2019-June 2020 SAA #19	**Funding Sources**: 211 Title I-A - 985.00, 199 Local funds - 0.00, 263 Title III-A Bilingual - 1300.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Population: ELL students Timeline: Daily Aug 2019-June 2020 CNA pg. 6		Administrative Staff Teachers	Formative: ELL writing portfolio, RAPS 360, Benchmarks Summative: Telpas scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments				
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. The campus will ensure that highly qualified teachers in PK3 and PK4 deliver instruction based on the CirclePM model assessment. Population: All students Timeline: Daily Aug 2019-June 2020 CNA pg. 10		Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals	Formative: Benchmarks, progress report Summative: STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments, Perform satisfactorily on kindergarten readiness test, Meet AYP				
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 Prodigy and Reading A-Z. Population: All students Timeline: Daily Aug. 2019-June 2020 CNA pg. 31		Administrative Team Teachers Support Staff Special Ed. Support Team	Formative: Student Projects, benchmarks, progress reports Summative: STAAR Scores, Meeting ARD Expectations, Benchmarks, NRT Assessments, Perform satisfactorily on kindergarten math readiness test, Meet AYP				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. 2019-June 2020 CNA pg. 24		Administrative Team SE Teachers RE Teachers Support Staff	Formative: Benchmarks, progress reports, co-planning sessions Summaive: STAAR Tests (Regular, Accommodated; Modified, Alternate)				
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. Population: All ELL and bilingual students Timeline: Daily Aug. 2019-June 2020 CNA pg. 24		Campus Administration Teachers	Formative: ELL writing portfolio, RAPS 360, Benchmarks, progress reports Summative: Telpas scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments				
12) RTI Model will be implemented K-5th grade to identify, and help students struggling with Reading to help them achieve grade level work. Teachers, counselors,and administration 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. Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2019-June 2020 CNA pg. 10	2.4, 2.6	Administrators, Teachers, counselors	Formative: Progress reports, BOY/MOY results, benchmarks Summative: Report cards, STAAR scores, TPRI TEJAS LEE scores.				
13) STEM activities will be added to the extended day program to provide more opportunities for achievement growth in math and science. Population: Students enrolled in the extended day program Timeline - 2019-2020 school year		Principal Teachers	Formative: Progress reports, benchmarks Summative: Report Card, STAAR Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
14) Librarians will organize instructional resources for all teachers and students in all grade levels. Library shelves will be purchased to maintain a consistent system to utilize all library materials. 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. Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2019-June 2020 CNA pg. 24		Principal Teachers Paraprofessionals Librarians	Formative: OWL assessments, progress monitoring, lesson plannns, Summative: Increased scores on Circle-PM, report cards				
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 Population: All ELL students Timeline: Aug. 2019-June 2020 CNA pg. 10		Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals	Formative: Writing samples, progress reports Summative: Increase the number of bilingual/LEP students moving from Beginner to Intermediate to Advanced/Adv. High				
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. Population: All 3rd-5th grade students Timeline: Aug. 2019-June 2020 CNA pg. 27		Teachers Facilitator Principal	Formative: Walk-throughs, lesson plans, progress reports Summative: STAAR Results				
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. Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2019-June 2020		School administration LPAC Chairperson Teachers	Formative: Lesson plans, walk-throughs, progress reports Summative: Report cards				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
18) The campus will have a Dean of Instruction. 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 2020 SPP #18		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 2019-June 2020 SCC #6		Campus administration Counselors	Formative: Meeting agenda, Health screening flyers and emails Summative: Campus attendance rate, health screening results				
	Funding Sources: 199 Local funds - 0.00						
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 2019-June 2020 CNA Pg. 28							
21) The campus will target improvement in ELA Reading and Writing to improve student achievement. Targeted instructional strategies will include monitored fluency improvement, Novel based instruction in upper grades, use of journals across all subjects and grade levels to enhance writing skills, and the use of "Text Structures" strategies to ensure reading improvement on all assessments. Population: TI; MI; LEP; SPED; AR; GT; DYS students Timeline: August 2019-June 2020		Principal Dean of Instruction Grade Level Leaders Teachers	Formative: Walkthroughs, student progress reports, mid-point and end-point assessments, benchmarks Summative: Report cards, TPRI/TEJAS LEE scores, STAAR scores				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: Morningside 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 2: Morningside early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Morningside will provide a PK 3 year old program to increase early literacy and student school readiness. The students will attend campus in either an AM or PM half-day session. Population: PK-3 year old students as of Sept. 1st Timeline: July 2019-June 2020 SAA #16		TI-A Three-Year-Old Program Staff Principal Dean	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL student screening assessments, PDS Evaluations, Walkthroughs, Lesson Plans Summative: EOY C-PM and OWL results, student final progress reports/report cards				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 1: Morningside 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 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

      Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

      Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Population: PFS students Timeline: August 2019-June 2020		Campus Administrators Migrant Teachers Campus Clerks	Formative:Completed PFS Monitoring Tool Summative: Increased student performance, STAAR				
2) 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 2019-June 2020		Campus Administration Counselors	Formative: BOY/MOY results, Benchmarks Summative: Increased promotion rates, STAAR Results , EOY results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 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. Population: Migrant and PFS students Timeline: October 2019- May 2020		Campus Admin Classroom Teacher Migrant Funded: Teacher	Formative: BOY/MOY, Six Weeks Grades, Benchmarks Summative: Increase promotion rates & test performance				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 1: Morningside 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 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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 2019-June 2020		Campus administration Teachers Students	Student products (art/class work) Results of District sponsored Art events				
2) 2) PK-5th grade students will be able to participate in Extended Day Fine Arts activities at Morningside Elementary. Timeline: August 2019-June 2020		Campus Administration	Extended Day Attendance Records				
3) 3) All students will participate in an Elementary Music Class weekly at Morningside. Timeline: August 2019-June 2020		Campus Administration	Campus performances				
4) 4) 4th and 5th grade students will have the opportunity to participate and compete in UIL Music Memory and Art. Timeline: October 2019-June 2020		Campus Music Teacher	UIL competition results				
5) 5) 5th grade students will have an opportunity to participate in the Celebration of Song fifth Grade Honor Choir Timeline: May 2020		Campus Music Teacher	Attendance for practice sessions Performance at "Celebration of Song"				
6) 6) K-5th grade teachers will implement a structured theatre arts curriculum Timeline: August 2019-June 2020		Teachers Dean of Instruction	Lesson Plans Report card grades				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Morningside will ensure that the building is well maintained, energy efficient, and a safe and orderly learning environment for all students.

Performance Objective 1: Morningside will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Morningside will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. The campus will be maintained throughout the year in order to function in the most efficient manner, and in order to be inviting to all stakeholders (Faculty, staff, parents, community). Population: Morningside faculty and staff. Timeline: December 2019- June 2020 CNA - SPP #4		- Administration - Teachers - Staff	Implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
	Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 0.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 3: Morningside will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Morningside will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Campus leadership will discuss and determine the most effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Morningside stakeholders Timeline: December 2019- June 2020 Need: Board approved goal priority		-Campus Administration -SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: Progress reports, checkpoint assessments, benchmarks. Summative: Report cards, STAAR results				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 3: Morningside will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The campus will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and staff.

    Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Campus leadership will periodically reward teachers for instituting positive student outcomes. Population: All campus teachers Timeline: December 2019- June 2020 Need: TEA and Board approved goal priority		Campus administration	Plan will provide recognition to teachers for positively affecting students outcomes. Incentives will include: Teacher of the Week, Teacher/class incentive-based parties, jeans days Impact: Improved morale, high teacher retention rate				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 4: Morningside will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Performance Objective 1: Morningside will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Morningside Stakeholders Timeline: December 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority		-Campus administration -TST -SBDM -Grade Level Leaders	Periodic news articles on website will indicate campus achievements. Formative: schedule of campus events Summative: Campus articles and achievements appearing at District or community level (BISD website, Brownsville Herald, Student of the Week)				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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 Population: All students Timeline: August 2019-June 2020		Administrative Team Counselors Students Teachers Support Staff Special Ed. Support Team	Walkthroughs Discipline Strategies Counselor Topic Presentations District Crisis, Discipline Referrals				
2) Critical Success Factors CSF 4 2) Students will receive positive reinforcements throughout the school year. Academic field trips will scheduled by grade level to promote student achievement, good behavior, and attendance. Population: All Students Timeline: August 2019-June 2020 CNA - SCC #9		Administrative Team Teachers Support Staff Counselors Parent Liaison Data Entry	Average Daily Attendance				
	Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Critical Success Factors CSF 4 3) Students will be rewarded for good attendance and achievement. Population: All students Timeline: October 2019-June 2020 CNA - SCC #9		Critical Success Factors CSF 4 3) Students will be rewarded for good attendance and achievement. Timeline: October 2017-June 2018	Average Daily Attendance				
	Funding Sources: 199 Local funds - 0.00						
4) 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 Population: All students Timeline: August 2019		Administrative Team Teachers Support Staff Parent Liaison	100% Compact Receipt				
5) 5) Teachers will implement positive discipline management strategies to decrease the number of discipline referrals. Population: All students Timeline: August 2019-June 2020		Administrative Team Teachers Support Staff Special Ed. Support Team	Discipline referrals to administration				
6) 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 Population: All campus staff and students Timeline: August 2019-June 2020		Administration Faculty BISD Police & Security	EOP Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) 7) The campus 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. Population: Campus faculty, staff, parents, and community Timeline: August 2019-June 2020		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Evaluation Sheets				
8) 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. Population: All parents Timeline: September 2019-June 2020		Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Evalutions				
9) 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. Population: All students PK-5th Timeline: August 2019-June 2020		Principals Counselors	Counselor logs S: PDAS				
10) 10) E-Schools will be implemented to keep track of behavioral concerns with students and will aid in the RtI process. Population: All students PK-5th Timeline: August 2019-June 2020		Teachers, Principal, Facilitator	Review 360 reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) 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. Population: All students PK-5th Timeline: August 2019-June 2020		Principals, counselors	Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Morningside will ensure the implementation and annual review of a comprehensive campus Emergency Operations Plan

Evaluation Data Source(s) 2: Plan checklist, published campus safety plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will conduct fire and emergency drills to check on the effectiveness of the EOP. Population: All faculty, staff and students Timeline: August 2019-May 2020		-Campus administration	Formative: Monthly completed plan fire drills and lock-down drills Summative: Annual completed plan including all fire drills and lock-downs.	0%	0%	0%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 6: Morningside 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: At Morningside, there will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Review, revise 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 Population: All parents Timeline: Aug. 2019-December 2020 CNA pg. 29	3.1	Campus Administration Parent Liaison	Formative: Parental Involvement Policy Summative - Parent evaluation, Title 1-A Parental Involvement Compliance Checklist; STAAR results				
2) Critical Success Factors CSF 5 2) Disseminate School-Parent-Student Compacts indicating each responsibilities to ensure student achievement. Population: Staff, parents and students Timeline: Aug. 2019-October 2020 CNA pg. 29	3.1	Campus Administration Parent Liaison	Formative: School-parent-student compacts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist				
3) Critical Success Factors CSF 5 3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Population: All parents Timeline: Aug. 2019-November 2020		Parent Trainers Parent Liaisons Administration	formative: Contact logs, Summative: Survey results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Critical Success Factors CSF 5 4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Population: All parents Timeline: Timeline: Aug. 2019-June 2020		Campus Administration Parent Liaison	Formative: Parental Involvement Policy Summaive: Composite of survey results, STAAR Results Title 1-A Parental Involvement Compliance Checklist				
5) Critical Success Factors CSF 5 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 Population: Parents and community Timeline: Aug. 2019-June 2020		Campus administration Parent Liaison	Formative: Calendar, agenda, sign in sheets Summative: Composite of meeting minutes, STAAR Results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate				
6) Critical Success Factors CSF 5 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. Additional parental involvement meetings will be held throughout the school year to keep parents informed on campus events and procedures. Population: All parents Timeline: Aug. 2019-Oct. 2020	3.2	Campus Administration Parent Liaison	Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist, Attendance rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) 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 Population: Parents and community Timeline: Aug. 2019-June 2020		Campus Administration Parent Liaison	Formative: Increased parent participation Summative: STAAR Results Title 1-A Parental Involvement Compliance Checklist; Discipline referrals; Attendance rate				
8) 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. Population: All staff Timeline: Aug. 2019-June 2020		Campus Administration Parent Liaison	Formative: Agendas, Sign in sheets, handouts Summative: State Attendance and STAAR Results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate				
9) 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. A microwave oven , coffee pot, mini refrigerator and office supplies will be purchased for use in the weekly parent meetings. Population: Parents and students Timeline: Aug. 2019-June 2020 CNA pg. 29		Parent Liaison Teachers Administrator	Formative: Mileage Log, meeting agendas, handouts Summative: STAAR Results, Title 1-A Parental Involvement Compliance				
	Funding Sources: 211 Title I-A - 900.00						
10) 10) Teachers will communicate with parents throughout the year to address positive and negative situations. Population: Parents Timeline: Aug. 2019-June 2020 CNA pg. 29		Campus administration teachers parent liaison	Formative: teacher logs, contact logs Summative: School messenger report, STAAR Results, Title 1-A Parental Involvement Compliance, discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)
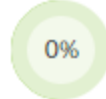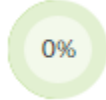
Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2019 to June 2020 CNA - SPP #8		Principal, Dean, Dept. Chairs, Campus Lead Teachers	Formative results: Campus will use BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The campus will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR				
		Funding Sources: 199 Local funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) 2) Develop online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Population: All campus stakeholders Timeline: August 2019 to June 2020		Principal, Dean, Asst. Principal, C&I Administrators Specialists/ District Lead Teachers Dept. Chairs & Campus Lead Teachers or Trainer of Trainers	Formative Results: GL meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA				
3) 3) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2019 to June 2020		Principals/Deans Specialists GL Lead Teachers	Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.				
4) 5) Provide teachers with training for selected resources to adequately implement the district K-5 Science, Technology, Engineering, and Mathematics initiative Population: Timeline: July 2019 to June 2020		Principals/Deans Specialists GL Math and Science Teachers	Formative: PDS session evaluations, benchmark scores, progress reports Summative: STAAR scores, Reports cards				
5) 5) Morningside teachers will participate at District and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Population: All grade level teachers Timeline: July 2019 to June 2020 CNA - SAA #17		Principals and Deans Curriculum Specialist	Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: PK-3 to 12th teachers Timeline: August 2019 to June 2020		Principals, Deans of Instruction	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results				
7) Dean of Instruction will provide listing of District technology training opportunities at all Grade Level Meetings. Additionally, technology training opportunities will be available on campus (with District approval) Population: PK3-5th grade teachers Timeline: August 2019-June 2020		-Campus Administration	Formative: Classroom grades, campus benchmark scores, LPs, Curriculum feedback/walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/Evaluation summative reports, +5% improvement on State Assessments including STAAR, TPRI/TEJAS LEE, CIRCLE PM, and TERRA NOVA assessment results	0%	0%	0%	
		100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 8: Technology will be implemented and used at Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: Morningside will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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 2019-June 2020		Administrative Staff, Technology Teacher, Teachers, District Computer Specialists	Pre/Post Testing, STAAR Scores, Meeting ARD Expectations.				
2) Critical Success Factors CSF 1 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 2019-May 2020		Principal, Instructional Facilitator, Consultants, Teacher	project grades and presentations, Improved student technology skills				
3) 3) The Students & Teachers will access and use Internet Databases & United Streaming. Students will be able to increase technology research media Timeline: August 2019-May 2020		Principal, Instructional Facilitator, Teachers	Project grades, Improved student technology skills & STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) 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 2019-April 2020		Staff, Technology Dept. TST Administration	Increase technology skills for the teachers and lesson				
5) 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 2019-June 2020		Principal, Instructional Facilitator, Teachers.	Increase Teacher documentation of technology integration into the curriculum as evident in classroom walkthroughs				
6) 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 2019-June 2020		Principal Facilitator Asst Principal Teachers Support Staff	10% increase on STAAR scores EOY grades walkthroughs				
7) 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 2019-June 2020		Principal Facilitator Classroom Teachers Librarian Support Staff	EOY Grades STaR Chart PDAS				
8) 8) The Dean of Instruction will provide instruction on the usage of Tango Trends to analyze data results and target instruction in Reading, Math, Science, and Writing. Timeline: August 2019-April 2020		Dean of Instruction TLI	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.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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Campus #129
October 21, 2019 1:03 pm

Goal 9: Through enhanced dropout prevention efforts, all Morningside students will remain in school throughout the school year.

Performance Objective 1: Increase the overall attendance rate on campus by 5 -10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Morningside Elementary will address the campus attendance rate goal of 98% by providing a plan including procedures, roles and responsibilities of staff working campus attendance to ensure daily updates of attendance. Population: All Morningside students Timeline: August 2019 to June 2020	2.5	Campus Administration Teachers Counselors Attendance Liaison	Increased attendance rates on campus monitored through: Campus PEIMS administrator and staff Weekly PEIMS reports Student attendance plans Campus Attendance Reports				
2) Assistance in the planning and execution of the overall health program at Morningside, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by the school nurse as mandated by HB5 Population: All students Timeline: August 2019 to June 2020	3.2	Campus Nurse School administration Counselors	Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades				
3) Rewards for student achievement and attendance will be given throughout the year to promote positive educational outcomes. Ribbons and trophies will be purchased for student achievement. Population: All students Timeline: August 2019-June 2020	2.4, 2.5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 9: Through enhanced dropout prevention efforts, all Morningside students will remain in school throughout the school year.

Performance Objective 2: Morningside will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

    Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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. Population: AR, TI, MI, LEP students Timeline: September 2019-June 2020 (at minimum 2 times per week)	2.6	Principal, Dean of Instruction, Area Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolplus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, BM scores, Student Progress Reports Summative: STAAR results, Retention Rate				
2) 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. Population: AR, TI, MI. LEP Timeline: Fall 2019	2.6	Campus Administration Administrator for the Homeless Youth Project	Formative: Evaluation Report, ERO Session, Attendance Report Summative: STAAR, Attendance Rate, and Retention Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 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. Population: AtR, T1, M1 Timeline: Aug. 2019-June 2020	2.4	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	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 Summative: STAAR, Attendance Rate, Retention Rate				
4) 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. Population: AR, T1, MI Timeline: August 2019-June 2020	3.1	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: Student Progress Reports, benchmark reports Summative: STAARS, Attendance Rates, Retention Rate				
5) 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. Population: AR, T1, MI Timeline: August 2019-June 2020	3.1	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) 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.)

Population: AR, T1, MI
Timeline: August 2019-June 2020 | 2.6 | Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs | 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 Summative: STAAR, Attendance Rate, Retention Rate | | | | |
| 7) 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 2019-June 2020 | 2.6 | Campus Administration CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education | Formative: CirclePM (Beginning of Year, Middle of Year) and teacher observations, student progress report Summative: CirclePM (EOY) | | | | |
| 8) 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 2019-June 2020 (Daily) | 2.6 | Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs | Formative: ERO session evaluation report, ERO Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Students Progress Reports

Summative: STAAR, Attendance Rate, Retention Rate | | | | |

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) 9) A Dyslexia Teacher will oversee the program to supplement the Dyslexia Program and provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate. Population: Elementary School AR Students; Dyslexia students Timeline: August 2019-June 2020 (Daily)	2.6	Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for	Formative: Student report cards, lesson plans, benchmark scores, classroom observations Summative: STAAR				
10) Critical Success Factors CSF 1, CSF 2, CSF 4 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 2019-June 2020	2.5	Administrative staff Teachers Support Staff Special Ed. Support Team	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, lesson plans, classroom observations Summative: STAAR				

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all Morningside students will remain in school throughout the school year.

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide a series of health presentations to promote wellness and improve attendance throughout all grade levels. Population: All students Timeline: August 2019-June 2020	2.4, 2.5	-Campus nurse -Campus administration	Formative: Student progress and attendance reports, benchmark results, nurse's time and effort reports Summative: STAAR, Attendance Rate, Retention Rate	0%	0%	0%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus leadership team reviewed the CNA from 2018-2019. Based on data collected throughout the school year (walkthroughs, progress reports, benchmarks, STAAR results, report cards), we developed revisions to the existing campus needs. The campus needs were then presented and approved by the SBDM during the finall meeting on May 22, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders were nominated for their positions and invited to be involved in the development of the CIP for 2018-2019. Stakeholders included teachers, parents, staff, campus administration and community members. The Campus Improvement Plan was reviewed at the conclusion of the 2018-2019 school year by the campus leadership team. Using data collected throughout the year, inclduing BMs, STAAR results and report cards, the CIP was revised to fit the needs of the campus for 2019-2020. The final revisions to the CIP for 2018-2019 were made on May 22, 2019.

2.2: Regular monitoring and revision

The CIP was monitored quarterly and reviewed in coordination with District and Campus assessments to determine effectiveness. Student progress is regularly monitored and reviewed throughout the school year. Monitoring included mid-point exams, end-point exams, bms, progress reports and data wall. The results of the monitoring led to the grouping of students, instructional focus, and instructional priorities for student success, and ultimately to the revision of the CIP as necessary.

2.3: Available to parents and community in an understandable format and

language

The Campus Improvement Plan is available to parents on the campus website, and also on the library website for Morningside. A copy of the plan can be found in the front office and in the Dean of Instruction's office. The plan is in English, but any questions about the content are answered in Spanish as needed.

2.4: Opportunities for all children to meet State standards

Morningside is dedicated to the goal of all students meeting State standards. Extended day tutorials are available to all students, along with in-school tutorial time to meet the needs of all students. The CIP plan addresses all sub-populations including SPED, migrant, and Biliningual.

2.5: Increased learning time and well-rounded education

Extended day tutorials and enrichment classes are available to all students at Morningside. These tutorials provide extra learning opportunities to all students on campus.

2.6: Address needs of all students, particularly at-risk

Gaps in learning for at-risk learners were identified early in the benchmark process. All students will be offered tutorial and provided resources to address learning gaps. The CIP addresses the needs of all students, especially the gaps between SPED or at-risk students and the general poplution. Instruction is differenciated to address individual learning gaps, including small group instruction designed to target individual neds of at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The family engagement policy is developed and dissiminated to all parents at the beginning of the school year. The parents particpate througout the process, collaborating with the campus leadership team to revise and complete the policy. The policy clearly outlines the expectations of the student and parents, and communicates the expectations of the campus in order to achieve student success.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to campus parental involvement meetings throughout the year. Regularly scheduled meetings occur weekly on Tuesdays, while several specially called meetings are scheduled to encourage parent participation (Open House, Meet the Teacher, Health Fairs).

SBDM

Committee Role	Name	Position
Non-classroom Professional	James P.	Dean of Instruction
Administrator	Jose H. Martinez	Principal
Non-classroom Professional	Lilia Cazares	Assistant Principal
Classroom Teacher	Marcela Gracia	PK teacher
District-level Professional	Annette Harms	Science Specialist
Classroom Teacher	Rosario Meza	Kindergarten teacher
Classroom Teacher	Ana Lara	1st grade teacher
Classroom Teacher	Alma De La Cruz	2nd grade teacher
Classroom Teacher	Hilda Varela	4th grade teacher
Classroom Teacher	Elisa Macias	5th grade teacher
Parent Liaison	Veronica Valdivia	Parent Liaison
Non-classroom Professional	Angelica Pina	Librarian
Classroom Teacher	Larissa Ezequiel	SPED Teacher
Classroom Teacher	Angelica Avila	SPED Teacher
Classroom Teacher	Carmen Zuniga	3rd Grade Teacher
Business Representative	Yolanda Barrientes	Lad T-Shirts
Business Representative	Jesus Cazares	1st Choice Driving School
Community Representative	Magdelena Mosqueda	Community Representative
Parent	Reyna Castillo	Parent
Community Representative	Emilio Hernandez	Community Representative
Parent	Maria Fernandez	Parent

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jose H. Martinez	Principal
Non-classroom Professional	James P. Crixell	Dean of Instruction
Non-classroom Professional	Lilia Cazares	Assistant Principal
Classroom Teacher	Elizabeth Torres	PK teacher
Classroom Teacher	Ana Lara	1st grade teacher
Classroom Teacher	Olga Aguillon	Kindergarten teacher
Classroom Teacher	Agustin Serna	2nd grade teacher
Classroom Teacher	Rebecca Alaniz	3rd grade teacher
Classroom Teacher	Mayra Salazar	4th grade teacher
Classroom Teacher	Elisa Macias	5th grade teacher
Non-classroom Professional	Angie Pina	Librarian
Classroom Teacher	Larissa Ezequiel	SPED teacher
Classroom Teacher	Angie Avila	SPED teacher
Business Representative	Yolanda Barrientes	LAD T-shirts
Business Representative	Jesus Cazares	1st Choice Driving Academy
Community Representative	Magdelena Mosqueda	Community Representative
Community Representative	Emilio Hernandez	Community Representative
Parent	Reyna Castillo	Parent
Parent	Maria Fernandez	Parent

District Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra duty pay/Overtime	199-11-6121-51-129-Y-11-0-00-Y	$0.00
1	1	1	EXT. DUTY PAY/SUP PE	199-23-6121-08-129-Y-99-0-00-Y	$0.00
1	1	3	Subs for teacher PD	199-13-6112-0-129-Y-99-0-0-Y	$0.00
1	1	3		199-23-6398-65-129-Y-99-0-00-Y	$0.00
1	1	6	Supplies and materials	199-31-6398-65-129-Y-99-0-0-Y	$0.00
1	1	6	General supplies	199-31-6398-45-129-Y-99-0-0-Y	$0.00
1	1	6		199-11-6396-00-129-Y-11-0-00-Y	$0.00
1	1	6	General supplies	199-11-6399-00-129-Y-11-0-00-Y	$0.00
1	1	6	GENERAL SUPPLIES	199-11-6399-51-129-Y-11-0-00-Y	$0.00
1	1	6	GENERAL SUPPLIES	199-11-6399-62-129-Y-11-0-00-Y	$0.00
1	1	6	GENERAL SUPPLIES	199-23-6399-65-129-Y-99-0-00-Y	$0.00
1	1	6	GEN. SUPPLIES/INK	199-23-6399-45-129-Y-99-0-00-Y	$0.00
1	1	6	GENERAL SUPPLIES	199-23-6399-00-129-Y-99-0-00-Y	$0.00
1	1	19	GEN. SUPPLIES-NURSE	199-33-6399-45-129-Y-99-0-00-Y	$0.00
2	1	1	Supplies for Maint/Operations	199-51-6315-00-129-Y-99-0-00-Y	$0.00
5	1	2	Travel and Subsistence-students	199-11-6412-00-129-Y-11-0-00-Y	$0.00
5	1	2	reclassified transportation	199-11-6494-00-129-Y-11-0-00-Y	$0.00
5	1	3	Misc. Operating Costs/Awards	199-11-6498-0-129-Y-99-0-0-Y	$0.00
7	1	1	EMPLOYEE TRAVEL	199-13-6411-23-129-Y-99-0-00-Y	$0.00
7	1	1	MISC. OPERATING COSTS	199-13-6499-53-129-Y-99-0-00-Y	$0.00
7	1	1	EMP. TRAVEL	199-23-6411-23-129-Y-99-0-00-Y	$0.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra duty pay Tutorials	211-11-6118-00-129-Y-30-ASP-Y	$0.00
1	1	1	Extended day - classified	211-11-6121-00-129-Y-30-ASP-Y	$0.00
1	1	5	Media center		$2,000.00
1	1	6	computer headsets		$985.00
1	1	6	COPY PAPER	211-11-6396-00-129-Y-30-0F2-Y	$0.00
1	1	6	GEN. SUPPLIES	211-11-6399-00-129-Y-30-0F2-Y	$0.00
1	1	6	GEN. SUPPLIES	211-61-6499-62-129-Y-30-0F2	$0.00
1	1	6	Computers	211-11-6398-62-129-Y-30-0F2-Y	$0.00
2	1	1		211-61-6499-53-129-Y-30-0F2-Y	$0.00
5	1	2	AWARDS	211-11-6498-00-129-Y-30-0F2	$0.00
6	1	9	Supplies		$900.00
				Sub-Total	$3,885.00
				Budgeted Fund Source Amount	$3,885.00
				+/- Difference	$0

199 G/T Advanced Academics					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00
255 Title II, Part A (TPTR/Class Size)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00
263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Computer Software		$1,300.00
				Sub-Total	$1,300.00
				Budgeted Fund Source Amount	$1,310.00
				+/- Difference	$10.00
				Grand Total	$5,185.00