

Brownsville Independent School District

Morningside Elementary

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	19
Perceptions	22
Priority Need Statements	24
Goals	25
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.	26
Goal 2: Morningside will ensure that the building is well maintained, energy efficient, and a safe and orderly learning environment for all students.	42
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)	43
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.	45
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	46
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.	52
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)	56
Goal 8: Technology will be implemented and used at Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan. TEA Chapter 4, Obj. 10)	61
Goal 9: Through enhanced dropout prevention efforts, all Morningside students will remain in school throughout the school year.	65
State Compensatory	73
Budget for Morningside Elementary	74
Personnel for Morningside Elementary	74
Title I Personnel	74
2022-2023 Campus Site-Based Committee	75
Addendums	76

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. CNA Procedures for Demographics:

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

The student population at Morningside Elementary School is approximately 575 students and serves students in grades Pre-Kindergarten through fifth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic (100%), Economically Disadvantaged (97.2%), Limited English Proficient (42.9%), At-Risk (62.0%), Special Education (9.1%), and Gifted and Talented Education (4.4%). The mobility rate for the campus is 18.6%. The Attendance Rate is 97.1% for all students and 97.0% for at-risk students. Moreover, the Retention Rate is 8.4% for all and at-risk students.

Staff Quality, Recruitment and Retention Summary

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

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

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2020-2021 Campus Improvement Plan.

Demographics Strengths

Demographics Strengths

- Enrollment - Morningside has maintained a consistent student enrollment through the years. Most PK or kinder students have siblings who are currently in or have attended classes at Morningside.
- Increase attendance *for all subpopulations* to meet the goal of 98% by calling home and making home visits.
- Parental/community involvement grew from last year through scheduled meetings designed to inform parents of current educational practices and campus performance.

Staff quality, recruitment and retention strengths

- Teachers are highly qualified and experienced
- Teacher retention is almost 100%
- Morningside has almost all veteran teachers who consistently attend District and other workshops to stay abreast of the changes in TEKS, particularly in the area of Reading and Writing.
- Teachers are offered extended planning time as necessary to address specific instructional needs.

Need Statements Identifying Demographics Needs

Need Statement 1: Morningside needs to increase enrollment from PK3 through 5th grade. **Data Analysis/Root Cause:** Data analysis reveals that the enrollment has decreased by 100 students since 2017-2018 school year.

Need Statement 2 (Prioritized): Morningside needs to monitor attendance daily to ensure 98% attendance or higher. **Data Analysis/Root Cause:** Analysis of data indicates attendance rates lower than 98% across sub-populations.

Need Statement 3 (Prioritized): Morningside needs to close performance gaps for At-Risk students through additional support. **Data Analysis/Root Cause:** Analysis of data indicates that At-Risk students require additional support through RTI and tiered groupings.

Need Statement 4: The campus needs to maintain high staff morale throughout the year for to ensure quality recruitment and retention. **Data Analysis/Root Cause:** Teacher surveys indicate high moral on campus.

Student Learning

Student Learning Summary

Student Achievement Summary

Morningside Elementary met the standard based on the state assessment results during the 2018-2019 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 instruction, Tiered instruction, RTIs, TLI strategies, and continued professional development for all teachers targeting areas of need. After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

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

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation timelines related to Demographics are set forth in all sections of the 2018-2019 Campus Improvement Plan.

Campus Objectives/Summative Evaluation

Language Arts

Test Data		Satisfactory	Advanced	Approaches	Masters		Masters	Approaches
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	2020-2021	2020-2021	Gain/Loss
Reading		R	R	R	R	R	R	(% Points)
STAAR/BOY Grade 3 (English)	All Students	83	26	86	27	43	4	-43
	Hispanic	83	26	86	26	43	0	-43
	White	100	0	*	*	67	0	+67
	Asian	*	*	*	*	*	*	*
	LEP	84	12	83	22	28	0	-55
	At-Risk	80	14	72	15	32	0	-40
	Eco. Disadv.	83	27	86	26	42	3	-44
	Special Ed.	75	0	57	7	0	0	-57
	GT	100	57	100	50	100	0	+100
	Migrant	67	33	*	*	0	0	+/-0

Note: Data listed as percentages

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Gain/Loss
Reading		R/W	R/W	R/W	R/W	2020-2021	2020-2021	(% Points)
						R/W	R/W	
STAAR Grade 3 (Spanish)	All Students	100	100	100	100	60	20	-40
	Hispanic	100	100	100	100	60	20	-40
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	100	100	100	100	60	20	-40
	At-Risk	100	100	100	100	60	20	-40
	Eco. Disadv.	100	100	100	100	67	33	-33
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	
Reading/Writing STAAR/BOY Grade 4 (English)	All Students	77/72	48/43	78/83	20/14	50/46	4 /2	-28/-37
	Hispanic	77/72	48/43	77/83	20/14	49/45	4/3	-28/-38
	White	*/*	*/*	*/*	*/*	67/100	0/0	+67/+0
	Asian	*/*	*/*	*/*	*/*	*/*	* /*	*/*
	LEP	64/50	29/14	74/79	10/12	37/21	0/0	-37/-58
	At-Risk	63/56	37/23	62/70	4/4	45/0	0/0	-17/-70
	Eco. Disadv.	74/71	44/38	77/83	17/13	48/45	4/3	-29/-38
	Special Ed.	25/19	12/0	67/56	11/0	17/15	0/0	-50/-41
	GT	93/93	64/71	100/100	57/29	75/50	0/25	-25/-50
Migrant	*/*	*/*	*/*	*/*	0/100	0/0	+0/+100	
Reading/Writing STAAR/BOY Grade 4 (Spanish)	All Students	75/100	25/50	33/67	33/33	0/0	0/0	-33/-67
	Hispanic	75/0	25/50	33/67	33/33	0/0	0/0	-33/-67
	White	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Asian	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	LEP	75/75	25/50	33/67	33/33	0/0	0/0	-33/-67
	At-Risk	100/100	33/67	33/67	33/33	0/0	0/0	-33/-67
	Eco. Disadv.	100/100	50/100	33/67	33/33	0/0	0/0	-33/-67
	Special Ed.	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	GT	*/*	*/*	*/*	*/*	*/*	*/*	*/*
Migrant	*/*	*/*	*/*	*/*	*/*	*/*	*/*	

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Gain/Loss
Reading		R	R	R	R	2020-2021	2020-2021	(% Points)
		R	R	R	R	R	R	
STAAR/BOY Grade 5 (English)	All Students	85	22	82	25	50	13	-32
	Hispanic	86	23	82	25	50	13	-32
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	79	4	81	9	33	5	-48
	At-Risk	62	26	79	5	38	4	-41
	Eco. Disadv.	84	20	80	22	48	11	-32
	Special Ed.	30	0	31	0	0	0	-31
	GT	100	50	93	47	67	67	-26
	Migrant	*	*	*	*	*	*	*
STAAR/BOY Grade 5 (Spanish)	All Students	83	83	100	50	*	*	*
	Hispanic	83	33	100	50	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	83	33	100	50	*	*	*
	At-Risk	80	20	100	50	*	*	*
	Eco. Disadv.	83	33	100	50	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-M Grade 3	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*/*	*/*	*	*	*	*	*
	Asian	*/*	*/*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
Migrant	1*	*	*	*	*	*	*	

Test Data		Satisfactory	Advanced	Approaches	Masters	Approaches	Masters	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	2020-2021	2020-2021	Gain/Loss
Reading/Writing		R/W	R/W	R/W	R/W	R/W	R/W	(% Points)
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	*	*	*	*	*	*	*
STAAR-Alt Grade 3	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	

Test Data		Satisfactory	Advanced	Approaches	Masters	Approaches	Masters	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	2020-2021	2020-2021	Gain/Loss
Reading/Writing		R/W	R/W	R/W	R/W	R/W	R/W	(% Points)
STAAR/BOY Alt. Grade 4	All Students	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Hispanic	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	White	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Asian	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	LEP	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	At-Risk	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Eco. Disadv.	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Special Ed.	*/*	*/*	*/*	*/*	*/*	*/*	*/*
	Migrant	*/*	*/*	*/*	*/*	*/*	*/*	*/*
STAAR-Alt Grade 5	All Students	*	*	0	0	*	*	*
	Hispanic	*	*	0	0	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	0	0	*	*	*
	At-Risk	*	*	0	0	*	*	*
	Eco. Disadv.	*	*	0	0	*	*	*
	Special Ed.	*	*	0	0	*	*	*
	Migrant	*	*	*	*	*	*	*

Math

Campus Objectives/Summative Evaluation

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Gain/Loss
Math		M	M	M	M	2020-2021	2020-2021	(% Points)
						M	M	
STAAR/BOY Grade 3 (English)	All Students	91	49	90	26	38	1	-52
	Hispanic	92	48	88	24	37	2	-51
	White	*	*	0	0	33	0	+33
	Asian	*	*	*	*	*	*	*
	LEP	92	40	90	15	21	0	-69
	At-Risk	88	36	90	19	25	0	-65
	Eco. Disadv.	92	46	88	24	35	2	-53
	Special Ed.	83	16	33	0	8	0	-25
	GT	100	93	100	50	67	0	-33
Migrant	100	67	*	*	0	0	+/- 0	

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Gain/Loss
Math		M	M	M	M	2020-2021	2020-2021	(% Points)
						M	M	
STAAR/BOY Grade 3 (Spanish)	All Students	100	100	100	25	20	0	-80
	Hispanic	100	100	100	25	20	0	-80
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	100	100	100	25	20	0	-80
	At-Risk	100	100	100	25	20	0	-80
	Eco. Disadv.	100	100	100	33	0	0	-100
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Satisfactory
Math		M	M	M	M	2020-2021	2020-2021	Gain/Loss
						M	M	(% Points)
STAAR/BOY Grade 4 (English)	All Students	81	53	70	21	37	9	-33
	Hispanic	81	53	69	21	37	10	-32
	White	*	*	*	*	0	0	+/-0
	Asian	*	*	*	*	*	*	*
	LEP	71	29	67	17	22	0	-45
	At-Risk	71	31	49	7	23	3	-26
	Eco. Disadv.	82	50	68	22	41	9	-27
	Special Ed.	37	13	44	11	15	0	-29
	GT	93	86	100	43	50	0	-50
	Migrant	*	*	*	*	0	0	+/-0
STAAR/BOY Grade 4 (Spanish)	All Students	50	0	86	0	0	0	-86
	Hispanic	50	0	86	0	0	0	-86
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	50	0	86	0	0	0	-86
	At-Risk	67	0	86	0	*	*	-86
	Eco. Disadv.	50	0	86	0	0	0	-86
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	Satisfactory
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Gain/Loss
Math		M	M	M	M	2020-2021	2020-2021	(% Points)
						M	M	
STAAR/BOY Grade 5 (English)	All Students	91	33	90	19	36	0	-54
	Hispanic	91	33	90	19	36	0	-54
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	79	*	93	16	18	0	-75
	At-Risk	88	0	87	15	22	0	-65
	Eco. Disadv.	88	33	90	16	33	0	-57
	Special Ed.	50	0	56	0	0	0	-56
	GT	100	*	93	47	67	0	-33
	Migrant	*	*	*	*	*	*	*
STAAR/BOY Grade 5 (Spanish)	All Students	*	*	100	0	*	*	*
	Hispanic	*	*	100	0	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	100	0	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	100	0	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	GT	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-M Grade 3	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*

Test Data		Satisfactory	Advanced	Approaches	Masters	Satisfactory	Advanced	
Grade Level	Subgroup	2017-2018	2017-2018	2018-2019	2018-2019	(Approaches)	(Masters)	Satisfactory
Math		M	M	M	M	2020-2021	2020-2021	Gain/Loss
						M	M	(% Points)
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	*	*	*	*	*	*	*
STAAR-Alt Grade 3	All Students	0	0	*	*	*	*	*
	Hispanic	0	0	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	0	0	*	*	*	*	*
	At-Risk	0	0	*	*	*	*	*
	Eco. Disadv.	0	0	*	*	*	*	*
	Special Ed.	0	0	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*

Test Data Grade Level Math	Subgroup	Satisfactory 2017-2018 M	Advanced 2017-2018 M	Approaches 2018-2019 M	Masters 2018-2019 M	Satisfactory (Approaches) 2020-2021 M	Advanced (Masters) 2020-2021 M	Satisfactory Gain/Loss (% Points)
STAAR-Alt Grade 4	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	Migrant	*	*	*	*	*	*	*
STAAR-Alt Grade 5	All Students	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	-	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	

Science

Campus Objectives/Summative Evaluation

Test Data Grade Level Science	Subgroup	Satisfactory 2017-2018 S	Advanced 2017-2018 S	Approaches 2018-2019 S	Masters 2018-2019 S	Satisfactory (Approaches) 2020-2021 S	Advanced (Masters) 2020-2021 S	Satisfactory Gain/Loss (% Points)
STAAR Grade 5 (English)	All Students	74	10	72	29	30	0	-42
	Hispanic	75	10	72	29	30	0	-42
	White	0	0	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	55	0	67	26	18	0	-49
	At-Risk	63	4	54	20	15	0	-39
	Eco. Disadv.	73	9	71	26	30	0	-41
	Special Ed.	30	0	13	6	0	0	-13
	GT	100	25	93	67	67	0	-26
	Migrant	*	*	*	*	0	0	*

Test Data Grade Level Science	Subgroup	Satisfactory 2017-2018 S	Advanced 2017-2018 S	Approaches 2018-2019 S	Masters 2018-2019 S	Satisfactory (Approaches) 2020-2021 S	Advanced (Masters) 2020-2021 S	Satisfactory Gain/Loss (% Points)
STAAR Grade 5 (Spanish)	All Students	50	0	50	0	*	*	*
	Hispanic	50	0	50	0	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	50	0	50	0	*	*	*
	At-Risk	57	0	50	0	*	*	*
	Eco. Disadv.	57	0	50	0	*	*	*
	Special Ed.	*	*	*	*	*	*	*
	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	*	*	*	*	*	*	*
	Hispanic	*	*	*	*	*	*	*
	White	*	*	*	*	*	*	*
	Asian	*	*	*	*	*	*	*
	LEP	*	*	*	*	*	*	*
	At-Risk	*	*	*	*	*	*	*
	Eco. Disadv.	*	*	*	*	*	*	*
	Special Ed.	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	

Student Learning Strengths

Student Academic Achievement

Students passing percentage (approaches) continues to be over 80% in all testing grade level and subject on average in 2018-2019.

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

Before the Covid-19 shutdown, our students consistently showed improvement on benchmarks and other assessments.

5th grade students showed increases in Reading and Math in the areas of Progress Measure and Growth Points on benchmarks in the 2019-2020 District benchmark

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading, math, writing and science through tutorial programs both during and after school. **Data Analysis/Root Cause:** Data analysis shows At-Risk students across all sub-populations need additional instruction in smaller group settings to close learning gaps.

Need Statement 2 (Prioritized): Morningside needs to provide supplemental instructional materials, including online resources Lexia Core 5 and Moby Max, plus PPE and instructional supplies for face to face and remote learning, including water bottles and backpacks, to support the curriculum for all students on campus, including regular education, SPED and ELL. **Data Analysis/Root Cause:** Data analysis indicates that additional instructional resources, including STAAR based books for upper grade students, is necessary to closing learning gaps.

Need Statement 3 (Prioritized): Teachers need increased release time attend to specific duties and responsibilities, including LPAC committee meetings and Professional Development opportunities, including both in-house and off-campus workshops. **Data Analysis/Root Cause:** Ongoing professional development, including recent technology based workshops, are necessary for optimal instruction.

Need Statement 4 (Prioritized): Morningside needs up to date technology, including laptops, desktop computers, chromebooks, projectors and printers for effective delivery of instruction in all classrooms. **Data Analysis/Root Cause:** Due to an increase and demand of technology both at the District and State levels, classrooms must be outfitted accordingly to ensure student success.

Need Statement 5: All ELL students need differentiated instruction to close educational learning gaps. **Data Analysis/Root Cause:** Data analysis indicates that LEP students score below grade level in the areas of reading and writing.

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%
- All teachers attend all required District workshops, including bilingual, GT, and technology.

School Organization Strengths

- Facilities are well maintained
- Master schedule
- Program support services extend beyond the school day to include extracurricular activities, after school tutorials and Extended Day enrichment.
- Morningside added a third computer lab to ensure students had access to instructional technology
- 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
- All teachers have trained on remote learning platforms including TEAMS, Google Classroom, and SeeSaw

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Morningside needs increased accessibility to computers for all students for instructional technology for use with campus and District instructional technology programs (Lexia Core 5, Moby Max, SeeSaw). **Data Analysis/Root Cause:** Many platforms such as benchmarks and TELPAS require computers, ideally in a computer lab setting.

Need Statement 2: Grade Level 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. **Data Analysis/Root Cause:** Data analysis of benchmarks will provide focus areas of TEKS and instructional grouping of students.

Need Statement 3: Maintaining high staff morale by showing appreciation throughout the year is necessary for quality recruitment and retention **Data Analysis/Root Cause:** Teacher survey indicate high campus morale.

Need Statement 4: Morningside administration needs to discuss instructional strategies and progress, along with campus initiatives, through bi-weekly grade level meetings. **Data**

Analysis/Root Cause: Dissemination of data at GL meetings is necessary to design and monitor educational goals and strategies throughout the year.

Need Statement 5: Each grade level leader on campus needs to meet weekly with his/her team to discuss instructional goals, strategies and progress. **Data Analysis/Root Cause:** Weekly meetings among grade level members ensure data driven goals and strategies.

Need Statement 6: Morningside needs extended day enrichment opportunities provided to all students in all grade levels throughout the year. **Data Analysis/Root Cause:** Data analysis shows that extended day enrichment opportunities help overall student achievement.

Need Statement 7 (Prioritized): Teachers need increased release time attend to specific duties and responsibilities, including LPAC committee meetings and Professional Development opportunities, including both in-house and off-campus workshops. **Data Analysis/Root Cause:** Ongoing professional development, including recent technology based workshops, are necessary for optimal instruction.

Need Statement 8 (Prioritized): Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading, math, writing and science through tutorial programs both during and after school. **Data Analysis/Root Cause:** Data analysis shows At-Risk students across all sub-populations need additional instruction in smaller group settings to close learning gaps.

Need Statement 9 (Prioritized): Morningside needs to provide supplemental instructional materials, including online resources Lexia Core 5 and Moby Max, plus PPE and instructional supplies for face to face and remote learning, including water bottles and backpacks, to support the curriculum for all students on campus, including regular education, SPED and ELL. **Data Analysis/Root Cause:** Data analysis indicates that additional instructional resources, including STAAR based books for upper grade students, is necessary to closing learning gaps.

Need Statement 10: The campus needs to maintain high staff morale throughout the year for to ensure quality recruitment and retention. **Data Analysis/Root Cause:** Teacher surveys indicate high moral on campus.

Perceptions

Perceptions Summary

Family & Community Engagement

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.

School Culture and Climate

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

Family and Community Engagement

- 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 meetings.

Need Statements Identifying Perceptions Needs

Need Statement 1: Morningside needs to provide educational training on campus educational priorities, policies and procedures through weekly parent meetings. **Data Analysis/Root Cause:** Parent surveys indicate positive feedback on parent meetings.

Need Statement 2: Morningside needs to provide positive recognition for good behavior ("Fabulous Friday", popcorn parties, awards ceremonies, morning trivia awards) **Data Analysis/Root Cause:** Teacher surveys indicate high morale and positive responses to rewards for students.

Need Statement 3: Teachers need to communicate with parents throughout the year in multiple platforms (phone calls, email, class dojo) to provide constant feedback of student progress. **Data Analysis/Root Cause:** Parent surveys indicate the desire for timely communication between teacher and parents.

Need Statement 4: Morningside needs to provide a consistent schedule of events, hold organized parent meetings, and check on attendance daily through the parent liaison. **Data Analysis/Root Cause:** Teacher and parent surveys indicate positive responses to community events and positive campus climate.

Priority Need Statements

Need Statement 1: Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading, math, writing and science through tutorial programs both during and after school.

Data Analysis/Root Cause 1: Data analysis shows At-Risk students across all sub-populations need additional instruction in smaller group settings to close learning gaps.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 5: Morningside needs to monitor attendance daily to ensure 98% attendance or higher.

Data Analysis/Root Cause 5: Analysis of data indicates attendance rates lower than 98% across sub-populations.

Need Statement 5 Areas: Demographics

Need Statement 3: Morningside needs to provide supplemental instructional materials, including online resources Lexia Core 5 and Moby Max, plus PPE and instructional supplies for face to face and remote learning, including water bottles and backpacks, to support the curriculum for all students on campus, including regular education, SPED and ELL.

Data Analysis/Root Cause 3: Data analysis indicates that additional instructional resources, including STAAR based books for upper grade students, is necessary to closing learning gaps.

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 2: Morningside needs to close performance gaps for At-Risk students through additional support.

Data Analysis/Root Cause 2: Analysis of data indicates that At-Risk students require additional support through RTI and tiered groupings.

Need Statement 2 Areas: Demographics

Need Statement 4: Teachers need increased release time attend to specific duties and responsibilities, including LPAC committee meetings and Professional Development opportunities, including both in-house and off-campus workshops.

Data Analysis/Root Cause 4: Ongoing professional development, including recent technology based workshops, are necessary for optimal instruction.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 6: Morningside needs up to date technology, including laptops, desktop computers, chromebooks, projectors and printers for effective delivery of instruction in all classrooms.

Data Analysis/Root Cause 6: Due to an increase and demand of technology both at the District and State levels, classrooms must be outfitted accordingly to ensure student success.

Need Statement 6 Areas: Student Learning

Goals

Revised/Approved: May 5, 2022

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 2021 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 Sources: STAAR performance reports

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks</p> <p>Summative: STAAR Scores, TPRI/Tejas LEE scores, Three Cheers for PK scores, mClass scores, NRT Assessments</p> <p>Staff Responsible for Monitoring: Administrative Staff Teachers Special Ed. Support Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: TI; MI; "Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 16, 2022 - End Date: June 1, 2023</p> <p>Funding Sources: Tutorials for SSI - 162 State Compensatory - 162-11-6118-00-129-Y-24-SSI-Y, Extended Day/Tutorials grades 3-5 - 162 State Compensatory - 162-11-6118-00-129-Y-30-000, Extra duty pay Tutorials - Extended Day - 211 Title I-A - 211-11-6118-00-129-Y-30-ASP-Y, Extended day - classified - 211 Title I-A - 211-11-6121-00-129-Y-30-ASP-Y, Copy paper - 162 State Compensatory - 199-11-6398-53-129-Y-30-0-00-Y, EXT. DUTY PAY/SUP PE - 199 Local funds - 199-23-6121-51-129-Y-99-0-00-Y, Extra duty- Supp. overtime - 199 Local funds, General supplies - 162 State Compensatory - 162-11-6399-129-Y-30, Supplies and Materials - 162 State Compensatory - 162-11-6398-62-129-Y-30</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 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 , Imagine Math and Literacy, Lexia Core 5, Moby Max Science, Stemscoptes, Edusmart, Discovery Education and Legends of Learning.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, classroom observations, student progress reports, software usage reports, benchmark scores Summative: STAAR results, report cards, TPRI/TEJAS LEE results</p> <p>Staff Responsible for Monitoring: Administrative Staff, Technology Teacher, Teachers, District Computer Specialists Administrator for State Compensatory Education</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 16, 2022 - End Date: June 1, 2023</p> <p>Funding Sources: Software licences for Lexia Core 5 and Moby Max - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high quality professional staff development and methodologies to address deficiencies in the STAAR , TPRI/TEJAS LEE, mClass, CPALLS, and TELPAS for all grade levels. Staff development will focus on the all areas tested: Reading, Writing, Math, and Science. Staff development will also include specific trainings on RTI, 504, and dylexia (HB 1886 screener for students at-risk for dyslexia). 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, including in-house training sessions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: increased scores at Phase I, II, and III in benchmarks Summative: STAAR Assessments, TPRI/TEJAS LEE results, mClass and CPALLS results.</p> <p>Staff Responsible for Monitoring: Teachers Principal Dean of Instruction Assistant Principal TLI Teacher Specialist</p> <p>Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Subs for teacher PD - 199 Local funds - 199-13-6112-0-129-Y-99-0-0-Y, Subs for planning, staffing, in-house trainings for teachers - 211 Title I-A - 211-11-6112-0-129, Campus Leadership - 199 Local funds - 199-23-6411-23-129-Y-99-0-00-Y, Travel - 199 Local funds - 199-31-6411-0-129-Y-99-00Y, Counselors-travel - 199 Local funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 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 Emergent Bilinguals.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks scores, progress reports Summative: STAAR scores, TPRI/TEJAS LEE scores, TELPAS scores</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team District Curriculum Specialist</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Bilingual instructional supplies - 263 Title III-A Bilingual, Bilingual instructional supplies - 163 State Bilingual - 163-11-6399-00-129-Y-25</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 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, i-Pads, Computers on Wheels (COWs), and laptops will be purchased to improve instructional delivery. Printers will be purchased for teachers to provide students with research based resources in printed format.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress reports, walk-throughs, lesson plans Summative: TPRI/TEJAS LEE results, STAAR scores, NRT Assessments, report cards</p> <p>Staff Responsible for Monitoring: Administrative Staff Teachers Support Staff Special Ed. Support Team</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Extra duty for TST/Parent Liaison to help with Covid resource prep and distribution - 211 Title I-A, Printers - 162 State Compensatory - 162-11-6398-62-129-Y-30-000-Y, Computers, iPads, COWs, laptops - 162 State Compensatory - 162-11-6398-62-129-Y-30-000-Y, Media - 199 Local funds - 199-12-6399-0-129-Y-99-00Y, Media Services - 211 Title I-A - 211-12-6399-00-129-Y-30-0F2-Y, Computers and printers - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 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 desktop computers, 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 student supplies (backpacks, colored pencils, water bottles) for use at home and on campus. Also, duplicating paper and toner 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. The campus will also provide PPE to ensure the safety of faculty, staff and students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress reports</p> <p>Summative: STAAR Scores, Report Cards, TPRI/Tejas LEE scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: computer headsets - 211 Title I-A, Supplies and materials - 199 Local funds - 199-51-6315-00-129-Y-99-0-0-Y, General supplies-Admin. - 199 Local funds - 199-11-6399-00-129-Y-99-0-0-Y, Extra duty OT - 199 Local funds - 199-51-6121-00-129-Y-11-0-00-Y, General supplies-PE - 199 Local funds - 199-11-6399-00-129-Y-11-0-00-Y, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-129-Y-11-0-00-Y, GENERAL SUPPLIES-COPY PAPER - 199 Local funds - 199-11-6399-62-129-Y-11-0-00-Y, INSTRUCTIONAL SUPPLIES - 211 Title I-A - 211-11-6399-00-129-Y-30-0F2-Y, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-129-Y-30-0F2-Y, GENERAL SUPPLIES-Admin. - 199 Local funds - 199-23-6398-65-129-Y-99-0-00-Y, GEN. SUPPLIES/INK - 199 Local funds - 199-23-6399-45-129-Y-99-0-00-Y, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-129-Y-99-0-00-Y, Computers - 211 Title I-A - 211-11-6398-62-129-Y-30-0F2-Y, Computer Software/Instructional supplies and manipulatives - 163 State Bilingual, General Supplies - 162 State Compensatory - 162-11-6399-00-129-Y-30-000-Y, General Supplies - Ink Toner - 162 State Compensatory - 162-11-6399-62-129-Y-30, Copy paper - 162 State Compensatory - 162-11-6396-00-129-Y-30-000Y, Copy paper - 162 State Compensatory - 162-11-6396-00-129-Y-30-000-Y, Ink toner - 162 State Compensatory - 162-11-6399-62-129-Y-30-000-Y, PPE for campus - 211 Title I-A, GENERAL SUPPLIES - BILINGUAL - 263 Title III-A Bilingual - 263-11-6399-00-129-Y-25-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p>Strategy 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 Emergent Bilingual students achieve grade level performance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Emergent Bilinguals writing portfolio, Summit K12, Benchmarks</p> <p>Summative: TELPAS scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments</p> <p>Staff Responsible for Monitoring: Administrative Staff Teachers</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 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. Instructional supplies and manipulatives will be provided for all PK3 and PK4 classrooms.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress report</p> <p>Summative: STAAR Scores, CPALLS and 3 Cheers PM scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments, Perform satisfactorily on kindergarten readiness test, Meet AYP</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals</p> <p>Population: All students PK-2nd - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: PK4 STATE COMP TEACHER SALARIES - 162 State Compensatory - 162-11-6119-00-129-Y34-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 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 Imagine Math and Literacy, Prodigy and Reading A-Z.</p> <p>Population: All students Timeline: Daily Aug. 2020-June 2021 CNA pg. 31</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Projects, benchmarks, progress reports Summative: STAAR Scores, Meeting ARD Expectations, Benchmarks, NRT Assessments, Perform satisfactorily on kindergarten math readiness test, Meet AYP</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<p>Strategy 10: SPED students will be monitored to ensure appropriate, timely assistance is provided prior to testing (STAAR, STAAR-M, STAAR-Alternate, TELPAS).</p> <p>Population: All SPED students Timeline: Daily Aug. 2020-June 2021 CNA pg. 24</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress reports, co-planning sessions</p> <p>Summaive: STAAR Tests (Regular, Accommodated; Modified, Alternate)</p> <p>Staff Responsible for Monitoring: Administrative Team SE Teachers RE Teachers Support Staff</p> <p>Population: All SPED students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers will be in-serviced on the Bilingual Transitional Instructional Model to ensure that the Emergent Bilingual student is acquiring the English language. Teachers will display the time allotted for the Spanish instruction in the class schedules.</p> <p>Population: All Emergent Bilinguals and bilingual students Timeline: Daily Aug. 2021-June 2022 CNA pg. 24</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Emergent Bilingual student writing portfolios, Summit K12, Benchmarks, progress reports</p> <p>Summative: Telpas scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: All Emergent Bilingual and bilingual students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 12 Details	Reviews			
<p>Strategy 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.</p> <p>Population: TI; MI; LEP; AR; DYS students Timeline: Daily Aug 2020-June 2021 CNA pg. 10</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Progress reports, BOY/MOY results, benchmarks</p> <p>Summative: Report cards, STAAR scores, TPRI TEJAS LEE scores.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, counselors</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 13 Details	Reviews			
<p>Strategy 13: STEM activities will be added to the extended day program to provide more opportunities for achievement growth in math and science.</p> <p>Population: Students enrolled in the extended day program Timeline - 2020-2021 school year</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Progress reports, benchmarks</p> <p>Summative: Report Card, STAAR Results</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Population: All students enrolled in Extended Day program - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 14 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: OWL assessments, progress monitoring, lesson plans, Summative: Increased scores on Circle-PM, report cards</p> <p>Staff Responsible for Monitoring: Principal Teachers Paraprofessionals Librarians</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 15 Details	Reviews			
<p>Strategy 15: ELPS Strategies implemented in the daily lesson taught in order to have Emergent Bilingual students achieve grade level performance and in order to better implement this , supplemental material will be purchased to support curriculum</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Writing samples, progress reports</p> <p>Summative: Increase the number of bilingual/LEP students moving from Beginner to Intermediate to Advanced/Adv. High</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals</p> <p>Population: All ELL students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 16 Details	Reviews			
<p>Strategy 16: 3rd - 5th grade students will be monitored through benchmarks to help them achieve academic excellence and in order to do this, scantrons will be provided. Teachers will be included in decisions regarding the use and selection of academic assessments.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs, lesson plans, progress reports</p> <p>Summative: STAAR Results</p> <p>Staff Responsible for Monitoring: Teachers Facilitator Principal</p> <p>Population: All students 3rd-5th Grade students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 17 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, walk-throughs, progress reports Summative: Report cards</p> <p>Staff Responsible for Monitoring: School administration LPAC Chairperson Teachers</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: LPAC SUBS - 163 State Bilingual - 163-6399-0-129-Y-25-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 18 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Meeting agenda, transportation requests Summative: Parent evaluation, PK/K enrollment rosters</p> <p>Staff Responsible for Monitoring: Campus administration Counselors</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: May 20, 2022</p> <p>Funding Sources: DEAN OF INSTRUCTION SALARY - 162 State Compensatory - 162-13-6119-00-129-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 19 Details	Reviews			
<p>Strategy 19: The school nurse will provide health services to all students as necessary to promote good health on campus. The nurse will also coordinate health screenings for students and staff.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Meeting agenda, Health screening flyers and emails Summative: Campus attendance rate, health screening results</p> <p>Staff Responsible for Monitoring: Campus administration Counselors</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: GEN. SUPPLIES-NURSE - 199 Local funds - 199-33-6399-0-129-Y-99-0-00-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 20 Details	Reviews			
<p>Strategy 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.</p> <p>Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 21 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, student progress reports, mid-point and end-point assessments, benchmarks</p> <p>Summative: Report cards, TPRI/TEJAS LEE scores, STAAR scores</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Grade Level Leaders Teachers</p> <p>Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2021 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Strategy 1 Details	Reviews			
<p>Strategy 1: Morningside will provide a PK 3 year old program to increase early literacy and student school readiness. PK 3 year old students will attend school all day beginning with the 2021-2022 school year.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL student screening assessments, PDS Evaluations, Walkthroughs, Lesson Plans</p> <p>Summative: EOY C-PM and OWL results, student final progress reports/report cards</p> <p>Staff Responsible for Monitoring: TI-A Three-Year-Old Program Staff Principal Dean</p> <p>Population: PK 3 year old students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 in 2021-2022.

Evaluation Data Sources: RDA Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
<p>Strategy 1: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Completed PFS Monitoring Tool Summative: Increased student performance, STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Migrant Teachers Campus Clerks</p> <p>Population: PFS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY results, Benchmarks Summative: Increased promotion rates, STAAR Results , EOY results</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Population: PFS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY, Six Weeks Grades, Benchmarks Summative: Increase promotion rates & test performance</p> <p>Staff Responsible for Monitoring: Campus Admin Classroom Teacher Migrant Funded: Teacher</p> <p>Population: Migrant and PFS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2020-2021 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Student products (art/class work) Results of District sponsored Art events</p> <p>Staff Responsible for Monitoring: Campus administration Teachers Students</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) PK-5th grade students will be able to participate in Extended Day Fine Arts activities at Morningside Elementary.</p> <p>Milestone's/Strategy's Expected Results/Impact: Extended Day Attendance Records</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 3) All students will participate in an Elementary Music Class weekly at Morningside.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus performances</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 4) 3rd - 5th grade students will have the opportunity to participate and compete in UIL (including Music Memory and Art), District Science Fair, and Brainsville.</p> <p>Milestone's/Strategy's Expected Results/Impact: UIL, Science Fair, and Brainsville results</p> <p>Staff Responsible for Monitoring: UIL coaches, campus teachers grades 3-5, music teacher</p> <p>Population: 4th and 5th grade students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 5) 5th grade students will have an opportunity to participate in the Fifth Grade Honor Choir.</p> <p>Milestone's/Strategy's Expected Results/Impact: Attendance for practice sessions Performance at "Celebration of Song"</p> <p>Staff Responsible for Monitoring: Campus Music Teacher</p> <p>Population: 5th grade students - Start Date: August 17, 2021 - End Date: May 27, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: 6) K-5th grade teachers will implement a structured theatre arts curriculum.</p> <p>Milestone's/Strategy's Expected Results/Impact: Lesson Plans Report card grades</p> <p>Staff Responsible for Monitoring: Teachers Dean of Instruction</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
<p>Strategy 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).</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: - Administration - Teachers - Staff</p> <p>Population: All faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Supplies for Maint/Operations - 199 Local funds - 199-51-6315-00-129-Y-99-0-00-Y, - 211 Title I-A - 211-61-6499-53-129-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 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 Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: Progress reports, checkpoint assessments, benchmarks. Summative: Report cards, STAAR results</p> <p>Staff Responsible for Monitoring: -Campus Administration -SBDM</p> <p>Population: Campus leadership committee - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Campus leadership will periodically reward teachers for instituting positive student outcomes. Population: All campus teachers</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Impact: Improved morale, high teacher retention rate</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.</p> <p>Milestone's/Strategy's Expected Results/Impact: Periodic news articles on website will indicate campus achievements.</p> <p>Formative: schedule of campus events</p> <p>Summative: Campus articles and achievements appearing at District or community level (BISD website, Brownsville Herald, Student of the Week)</p> <p>Staff Responsible for Monitoring: -Campus administration -TST -SBDM -Grade Level Leaders</p> <p>Population: Morningside stakeholders - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify

 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 Sources: 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.

Strategy 1 Details	Reviews			
<p>Strategy 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</p> <p>Milestone's/Strategy's Expected Results/Impact: Walkthroughs Discipline Strategies Counselor Topic Presentations District Crisis, Discipline Referrals</p> <p>Staff Responsible for Monitoring: Administrative Team Counselors Students Teachers Support Staff Special Ed. Support Team</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Critical Success Factors CSF 4 2) Students will receive positive reinforcements throughout the school year. Academic field trips will be scheduled by grade level to promote student achievement, good behavior, and attendance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Average Daily Attendance Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Counselors Parent Liaison Data Entry</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: AWARDS - 211 Title I-A - 211-11-6498-00-129-Y-30-0F2, Travel and Subsistence-students - 199 Local funds - 199-11-6412-00-129-Y-11-0-00-Y, reclassified transportation - 199 Local funds - 199-11-6494-00-129-Y-11-0-00-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Critical Success Factors CSF 4 3) Students will be rewarded for good attendance and achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Average Daily Attendance Staff Responsible for Monitoring: Critical Success Factors CSF 4 3) Students will be rewarded for good attendance and achievement. Timeline: October 2017-June 2018</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Misc. Operating Costs/Awards - 199 Local funds - 199-11-6498-0-129-Y-99-0-0-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 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</p> <p>Milestone's/Strategy's Expected Results/Impact: 100% Compact Receipt</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Parent Liaison</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 5) Teachers will implement positive discipline management strategies to decrease the number of discipline referrals.</p> <p>Milestone's/Strategy's Expected Results/Impact: Discipline referrals to administration</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 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</p> <p>Milestone's/Strategy's Expected Results/Impact: EOP Evaluations</p> <p>Staff Responsible for Monitoring: Administration Faculty BISD Police & Security</p> <p>Population: All campus staff and students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Evaluation Sheets Staff Responsible for Monitoring: Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security</p> <p>Population: Campus faculty, staff, parents, and community - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Evaluations Staff Responsible for Monitoring: Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Counselor logs S: PDAS Staff Responsible for Monitoring: Principals Counselors</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 10 Details	Reviews			
<p>Strategy 10: 10) E-Schools will be implemented to keep track of behavioral concerns with students and will aid in the RTI process.</p> <p>Milestone's/Strategy's Expected Results/Impact: Review 360 reports</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Facilitator</p> <p>Population: All students PK-5th - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 11 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments</p> <p>Staff Responsible for Monitoring: Principals, counselors</p> <p>Population: All students PK-5th - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 Sources: Plan checklist, published campus safety plans

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will conduct fire and emergency drills to check on the effectiveness of the EOP.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly completed plan fire drills and lock-down drills Summative: Annual completed plan including all fire drills and lock-downs.</p> <p>Staff Responsible for Monitoring: -Campus administration</p> <p>Population: All faculty, staff and students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
	 30%			
 No Progress  Accomplished  Continue/Modify  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 Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Review, revise with parents of participating children and disseminate a Parental Involvement Policy, in English and Spanish, so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. The policy will be distributed through scheduled parental involvement meetings, digitally through the campus website, and through the campus parental packet distributed at the Meet The Parents event at the beginning of the year.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy Summative - Parent evaluation, Title 1-A Parental Involvement Compliance Checklist; STAAR results</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Critical Success Factors CSF 5 2) Disseminate School-Parent-Student Compacts indicating each responsibilities to ensure student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: School-parent-student compacts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison</p> <p>Population: Staff, parents and students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Critical Success Factors CSF 5 3) Conduct an Annual Title I Meetings on different dates and times on campus to inform parents of services provided through Title I funds. Milestone's/Strategy's Expected Results/Impact: formative: Contact logs, Summative: Survey results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate Staff Responsible for Monitoring: Parent Trainers Parent Liaisons Administration Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 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.1 Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy Summaive: Composite of survey results, STAAR Results Title 1-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Campus Administration Parent Liaison Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 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 Milestone's/Strategy's Expected Results/Impact: Formative: Calendar, agenda, sign in sheets Summative: Composite of meeting minutes, STAAR Results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate Staff Responsible for Monitoring: Campus administration Parent Liaison Population: Parents and community - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist, Attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increased parent participation Summative: STAAR Results Title 1-A Parental Involvement Compliance Checklist; Discipline referrals; Attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison</p> <p>Population: Parents and community - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign in sheets, handouts Summative: State Attendance and STAAR Results, Title 1-A Parental Involvement Compliance Checklist; Attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administration Parent Liaison</p> <p>Population: All staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 9: 9) Parent Liaison will make home visit(s) as needed to ensure student attendance, and communication with 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. Morningside Elementary will participate in the BISD Walk For The Future.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Mileage Log, meeting agendas, handouts Summative: STAAR Results, Title 1-A Parental Involvement Compliance</p> <p>Staff Responsible for Monitoring: Parent Liaison Teachers Administrator</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Supplies - Parent Liaison - 211 Title I-A - 211-61-6399-00-129-30-OF2, Walk For the Future - 162 State Compensatory - 162-61-6399-00-129-Y-30-000Y, Travel - 211 Title I-A - 211-61-6411-00-129-Y-30-0f2-Y, Food/Refreshments for parent meetings - 211 Title I-A - 211-61-6499-53-129-Y-30-0f2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
	 30%			
Strategy 10 Details	Reviews			
<p>Strategy 10: 10) Teachers will communicate with parents throughout the year to address positive and negative situations.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: teacher logs, contact logs Summative: School messenger report, STAAR Results, Title 1-A Parental Involvement Compliance, discipline referrals</p> <p>Staff Responsible for Monitoring: Campus administration teachers parent liaison</p> <p>Population: All parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
	 35%			
 No Progress  Accomplished  Continue/Modify  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 Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Dyslexia/504, 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.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Dean, Dept. Chairs, Campus Lead Teachers</p> <p>Population: All teachers of TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: EMPLOYEE TRAVEL - 199 Local funds - 199-13-6411-23-129-Y-99-0-00-Y, MISC. OPERATING COSTS - 199 Local funds - 199-13-6499-53-129-Y-99-0-00-Y, EMP. TRAVEL - 199 Local funds - 199-23-6411-23-129-Y-99-0-00-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, IOWA, NRT</p> <p>Staff Responsible for Monitoring: Principal, Dean, Asst. Principal, C&I Administrators Specialists/ District Lead Teachers Dept. Chairs & Campus Lead Teachers or Trainer of Trainers</p> <p>Population: All campus stakeholders - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations</p> <p>Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p> <p>Staff Responsible for Monitoring: Principals/Deans Specialists GL Lead Teachers</p> <p>Population: All GT teachers and students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 5) Provide teachers with training for selected resources to adequately implement the district K-5 Science, Technology, Engineering, and Sharon Wells Mathematics initiative.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PDS session evaluations, benchmark scores, Sharon Wells 6 weeks tests, progress reports</p> <p>Summative: STAAR scores, Reports cards</p> <p>Staff Responsible for Monitoring: Principals/Deans Specialists GL Math and Science Teachers</p> <p>Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>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</p> <p>Staff Responsible for Monitoring: Principals and Deans Curriculum Specialist</p> <p>Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 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)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and IOWA Test Results</p> <p>Staff Responsible for Monitoring: Principals, Deans of Instruction</p> <p>Population: All PK-5th grade teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 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).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, LPs, Curriculum feedback/walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/Evaluation summative reports, +5% improvement on State Assessments including STAAR, TPRI/TEJAS LEE, CIRCLE PM, IOWA, and other NRT assessment results</p> <p>Staff Responsible for Monitoring: -Campus Administration</p> <p>Population: All PK3-5th grade teachers - Start Date: August 17, 2021 - End Date: June 2, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, administrators and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: End of year reports</p> <p>Staff Responsible for Monitoring: Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders</p> <p>Population: All faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Technology will be implemented and used at Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan. TEA Chapter 4, Obj. 10)

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 Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Seesaw administration report, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Strategy 1 Details	Reviews			
<p>Strategy 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. Educational websites will include SeeSaw, Stemscoptes, Edusmart, Discovery Education, Legends of Learning, Lexia Core 5, Moby Max, and Google Classroom.</p> <p>Milestone's/Strategy's Expected Results/Impact: Pre/Post Testing, STAAR Scores, Meeting ARD Expectations.</p> <p>Staff Responsible for Monitoring: Administrative Staff, Technology Teacher, Teachers, District Computer Specialists</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Critical Success Factors CSF 1</p> <p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: project grades and presentations, Improved student technology skills</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator, Consultants, Teacher</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 3) The Students & Teachers will access and use Internet Databases & Discovery Education. Students will be able to increase technology research media.</p> <p>Milestone's/Strategy's Expected Results/Impact: Project grades, Improved student technology skills & STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator, Teachers</p> <p>Population: All teachers and TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase technology skills for the teachers and lesson</p> <p>Staff Responsible for Monitoring: Staff, Technology Dept. TST Administration</p> <p>Population: All teachers - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 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 (Imagine Math, Imagine Language and Literacy, Lexia Core 5).</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase Teacher documentation of technology integration into the curriculum as evident in classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator, Teachers.</p> <p>Population: All teachers - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: 10% increase on STAAR scores EOY grades walkthroughs</p> <p>Staff Responsible for Monitoring: Principal Facilitator Asst Principal Teachers Support Staff</p> <p>Population: All teachers and TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: EOY Grades STaR Chart PDAS</p> <p>Staff Responsible for Monitoring: Principal Facilitator Classroom Teachers Librarian Support Staff</p> <p>Population: Campus TST, teachers and all students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: TPRI/TEJAS LEE Scores will provide data analysis that will help with grouping of students by Tier I, II, and III BM and STAAR scores will reflect usage.</p> <p>Staff Responsible for Monitoring: Dean of Instruction TLI</p> <p>Population: Dean of Instruction and all teachers - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 Sources: District and campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increased attendance rates on campus monitored through: Campus PEIMS administrator and staff Weekly PEIMS reports Student attendance plans Campus Attendance Reports</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Counselors Attendance Liaison</p> <p>Population: All students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Campus Nurse School administration Counselors</p> <p>Population: All students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 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. Students who have reached attendance goals will be eligible for instructional field trips.</p> <p>Population: All students - Start Date: August 3, 2020 - End Date: June 30, 2021</p> <p>Funding Sources: Student awards - 199 Local funds - 211-11-6498-00-129-Y-30-0F2-Y, Instructional Field Trips - 199 Local funds, Buses-Field trips - 199 Local funds, Student awards - 211 Title I-A</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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% over the 2018-2019 results (last available results due to Covid-19).

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolplus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, BM scores, Student Progress Reports</p> <p>Summative: STAAR results, Retention Rate</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Area Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: May 31, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Evaluation Report, ERO Session, Attendance Report</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: December 18, 2020</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless Student Progress Reports, BM reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, benchmark reports Summative: STAARS, Attendance Rates, Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 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.)</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: CirclePM (Beginning of Year, Middle of Year) and teacher observations, student progress report Summative: CirclePM (EOY)</p> <p>Staff Responsible for Monitoring: Campus Administration CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation report, ERO Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Students Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student report cards, lesson plans, benchmark scores, classroom observations Summative: STAAR</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for</p> <p>Population: Dyslexia students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Critical Success Factors CSF 1, CSF 2, CSF 4</p> <p>10) PK-5th Teachers will implement research based and effective teaching practices to develop students' reading/writing skills and in order to have teachers stay abreast of new developments, the Dean of Instruction will conduct staff professional development on instructional strategies and provide teacher support to individuals/groups in need of assistance, including substitutes when professional leave is required. To ensure continuing quality of instruction, administrators and teachers will attend PD conferences.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, ERO Session Attendance Report, lesson plans, classroom observations Summative: STAAR</p> <p>Staff Responsible for Monitoring: Administrative staff Teachers Support Staff Special Ed. Support Team</p> <p>Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 Sources: 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide a series of health presentations to promote wellness and improve attendance throughout all grade levels.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student progress and attendance reports, benchmark results, nurse's time and effort reports Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: -Campus nurse -Campus administration</p> <p>Population: All students - Start Date: August 3, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Morningside Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Morningside Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
DEAN OF INSTRUCTION	ADMINISTRATION	1
PK4 STATE COMP TEACHERS	TEACHERS	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eliu De La Garza	Nurse	T1-A	.40
Enrique Castillo	Support Teacher	T1-A	1
Gicela Ramos	Kinder teacher aide	T1-A	1
Martha Figueroa	library aide	T1-A	1
Raul Antonio Torres	Kinder teacher aide	T1-A	1
Sylvia Guillen	Kinder teacher aide	T1-A	1
Veronica Valdivia	Parent Liasison	T1-A	1

2022-2023 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	Nora Preciado	5th grade teacher
Non-classroom Professional	Patricia Montes	Librarian
Classroom Teacher	Larissa Ezequiel	SPED teacher
Business Representative	Yolanda Barrientes	LAD T-shirts
Business Representative	Jesus Cazares	1st Choice Driving Academy
Community Representative	Magdalena Mosqueda	Community Representative
Community Representative	Emilio Hernandez	Community Representative
Parent	Reyna Castillo	Parent
Parent	Maria Fernandez	Parent
Classroom Teacher	Alma De La Cruz	Remote Learning Teacher
Classroom Teacher	Rosario Meza	4th grade teacher

Addendums



October
6, 2022



Campus Action Plan

Presented By: Mrs. Ivonne
Barnes



2022

ACCOUNTABILITY
RATING SUMMARY

2022-2023
Goal
"A" Rating



	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		67	Not Rated: Senate Bill 1365
STAAR Performance	39	67	
College, Career and Military Readiness			
Graduation Rate			
School Progress		90	A
Academic Growth	82	90	A
Relative Performance (Eco Dis: 94.9%)	39	75	C
Closing the Gaps	74	77	C

TEA 2022 ACCOUNTABILITY RATING

B

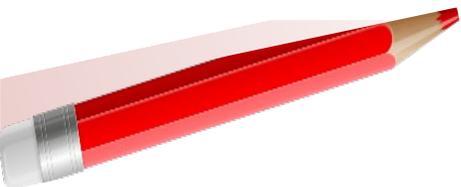
86



Student Enrollment



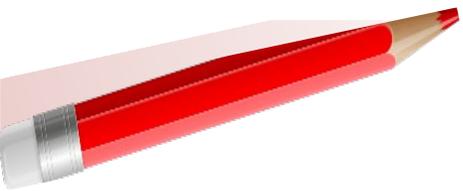
STUDENT ENROLLMENT	ECO. DIS.	AT-RISK	EMERGENT BIL.	SPECIAL EDUCATION
424	402/ 95%	276/ 65%	237/ 56%	76/ 18%



3rd-5th GRADE STUDENTS



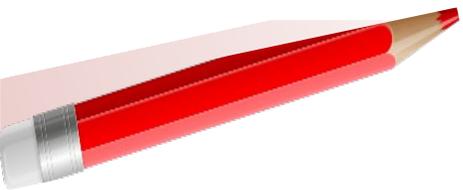
	3 rd Grade	4 th Grade	5 th Grade	Total
Total Enrollment	46	59	81	186
Emergent Bilinguals	24	26	46	96
Special Education	8	14	21	43



Campus Goals



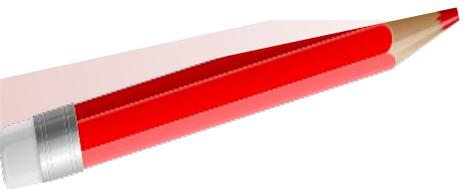
GRADE	STUDENT COUNT	APPROACHES- 90%	MEETS- 60%	MASTERS- 30%
3 rd	46	41	28	14
4 th	59	53	35	18
5 th	81	73	49	24
TOTAL	186	167	112	56



**K-5TH GRADE EB TELPAS
STUDENTS
GOAL 50%- 101 Students**



Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Total
36	38	32	24	26	46	202



2022-2023: 1st Six Weeks Checkpoint Results

Total Enrollment: 420
EB: 234
SE: 83
504: 15
GT: 29

2022-2023: 1st Six Weeks Checkpoint Results

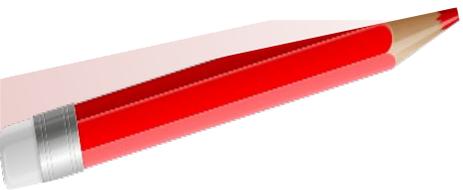
21-22 TEA Standard					
3rd Grade	Fail	Approaches	Meets	Masters	
Reading (-2) 46-2=44	45%=20	55%=24	7%=3	0%=0	
Math (-1) 46-1=45	49%=22	51%=23	18%=8	2%=1	
enrollment=46 (9/26/22)					
21-22 TEA Standard					
4th Grade	Fail	Approaches	Meets	Masters	
Reading (-0) 59-0=59	53%=31	47%=28	19%=11	2%=1	
Math (-0) 59-0=59	66%=39	34%=20	2%=1	2%=1	
enrollment=59 (9/26/22)					
21-22 TEA Standard					
5th Grade	Fail	Approaches	Meets	Masters	
Reading (-0) 85-0=85	43%=37	57%=48	15%=11	8%=6	
Math (-0) 85-0=85	31%=26	69%=59	40%=34	20%=17	
Science (-2) 85-2=83	27%=22	78%=54	38%=26	10%=7	
enrollment=85 (9/26/22)					



Morningside Tracker



All Grades	% Did Not Meet	% Approaches or Above	% Meets or Above	% Masters
2020-2021	56%	44%	13%	5%
2021-2022	35%	65%	37%	16%
2022-2023: 1st 6 Wks CPA	44%	56%	20%	6%
2022-2023 Projected Results	10%	90%	60%	30%



**EVERYONE
PLAYS A
PART IN OUR
SCHOOL
COMMUNITY**

**MORNINGS
DE SUNS
ALWAYS
SHINE THE
BRIGHTEST!!**

Student Accountability	Teacher Accountability	Administration Accountability
Attendance- Be on Time and Be Present	Attend Professional Development	Provide Professional Development Opportunities, Support And Guidance
Accountability- Hold Yourself Accountable	HB4545 & Accelerated Learning Instruction	Teacher & Student Conferences Data Meetings
Home Connection- Connect Learning To The Home	Home Connection- Communicate With Parents	Home Connection- Communicate With Parents and Community
Classroom Talk- Participate in Class	Lesson Plans In Forethought	Provide Feedback In Forethought Lesson Plans
Technology Software Use- Imagine Learning- Literacy/Math Summit K-12 iReady	Maximize Instruction With Appropriate Daily Schedules And Include Technology Software	Monitor Software Usage
Tutorial—Participate In Tutorial	Tutorial- TWTH	Provide And Oversee Campus Tutorials
Student Engagement- Engage, Participate, and Ask Questions	Progress Monitoring & Response to Intervention	Weekly Walkthroughs Will Ensure Lessons Are Differentiated To Meet The Needs Of All Students
Behavior- Manage Your Behavior In Order to Succeed	Discipline Management Plan	Campus Wide Discipline Management Plan & Be Visible On Campus

HB4545 PLAN OF ACTION

- ALC2+= 15/15
- ALC2+ ARD= 13/13
- ALC= 18 +1 (3rd Grader)=
19 Scheduled



- Targeted Interventions Using the TEKS Mastery & Kentro Student SE Performance Report
- Afterschool Tutorials TWTH
- iReady, Imagine Literacy, and Imagine Math
- HB4545 ALC Student Plan Documentation
- Tracking HB4545 ALI Hours Through Tango

Kentro Student SE Performance Report

G05 Math EN SW 1-6W CPA 2223

MORNINGSIDE CL TEA 2021-22 Standard Expectation

Assessment	Scoring	Items	Performance				
Subject	Mathematics Standard	TEA 2021-22 Standard	Expected	Met	Approaching	Not Met	Total
Subject	Mathematics Standard	TEA 2021-22 Standard	26 Points	30.00	100%	15	15
Language	English Proficiency	47 L2	Multiple Choice	16 Points	14.00	87.5%	53.3%
Type	Classroom	Commented	8281	178 Items	3 Points	3.00	10%
Date	6/15/2022	Failed	23	29.1%			
Target	5th Grade Passed	56	1	70.8%			
Version	Regular	Average Score	59.89				

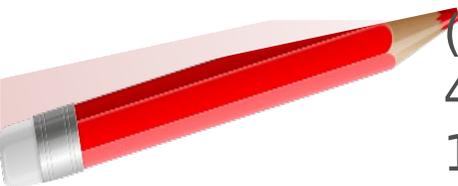
Item	Description	RC	Item Count	STAAR Count	Solid Mastery	LIP Mastery	High Mastery	High Campus	Mastery
S.82 A	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	Reporting 02	3	2	66.7%	66.7%	66.7%	0%	77.8%
Armando_Bello	Charles_Joseph	Esteban_Liberto	Genia_Oscar	Hernandez_Yadabelle	Hiliana_Baby				0.0%
Antonio_Fuentes_Kristine	Medina_Cristina_Bel	Neria_Kamille	Purcell_Gabriel	Sanchez_Josie					83.3%
Yelkova_Aida	Mosler_Angel	Ortiz_Josely	Serrano_Alejandra						
S.82 B	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	Reporting 01	5	4	80.0%	60.0%	80.0%	0%	72.2%
Armando_Montenegro_Madelina	Genia_Oscar	Sonalia_Elena	Leticia_Maria	LOGAN_EMERSON	Morgan_Santiago	Sanchez_Mercedes_Gracia			40.0%
Agustin_Bello	Armando_Bel	Hernandez_Yadabelle							20.0%
Herman_Alejo	Bojarski_Erika	Smith_Alejandra	Herman_Susanne	Beyen_Daniel_Matias	Josue_Herman				0.0%
S.82 B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	Reporting 02	2	2	100%	100%	100%	0%	100%
Armando_Montenegro_Madelina	Florez_Samantha	Hernandez_Yadabelle	Molina_Marcel	Purcell_Gabriel	Smith_Alejandra				0.0%
Herman_Alejo	Genia_Oscar	Morgan_Santiago	Morgan_Santiago	Bojarski_Erika	Sanchez_Josie				0.0%
Charles_Joseph	Genia_Oscar	Neria_Kamille	Neria_Kamille	Ortiz_Josely	Smith_Alejandra				0.0%
Chaz_Christopher	Hernandez_Alejo	Medina_Cristina_Bel	Serrano_Alejandra						
S.82 C	write with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	Reporting 02	4	2	50.0%	50.0%	50.0%	0%	50.0%
Agustin_Bello	Antonio_Fuentes_Kristine	Genia_Oscar	Hernandez_Yadabelle	Hiliana_Baby	Molina_Angel	Neria_Kamille			0.0%
Armando_Bel	Armando_Montenegro_Madelina	Esteban_Liberto	Herman_Alejo	Herman_Susanne	Josue_Herman				25.0%
Armando_Cesar	Barajas_Armando	Hernandez_Melissa	Molina_Marcel	Morgan_Santiago	Bojarski_Erika				
S.82 K	add and subtract positive rational numbers fluently	Reporting 02	2	4	20.0%	50.0%	60.0%	0%	40.0%
Agustin_Bello	Armando_Montenegro_Madelina	Chaz_Christopher	Hernandez_Alejo	Molina_Angel	Ortiz_Josely	Sanchez_Mercedes_Gracia			0.0%
Antonio_Fuentes_Kristine	Armando_Bel	Armando_Bel	Hernandez_Yadabelle	Morgan_Santiago	Morgan_Santiago	Purcell_Gabriel			0.0%
Armando_Bel	Barajas_Armando	Florez_Samantha	Herman_Alejo	Herman_Susanne	Morgan_Santiago	Sanchez_Josie			0.0%
Armando_Cesar	Charles_Joseph	Genia_Oscar	Genia_Oscar	Hiliana_Baby	Smith_Alejandra				0.0%

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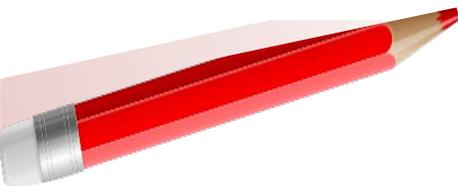
STAAR 2.0



- Our goal is to close the achievement gap by using available resources, professional development and research based practices to create a high level of instructional awareness. I will prioritize schedules and target resources to strategically address the instructional needs of students, address growth, and close achievement gaps.
 - Goal success will be measured through weekly assessments, teacher observations, state mandated assessments, and failure reports. STAAR Student Achievement (Domain I) will increase from 67% to a minimum of 87%. There will be at least a 20% improvement in Student Achievement (Domain I). In addition, the overall Meets will increase by at least 20% from 40% to 60% and the overall Masters will increase by at least 12% from 18% to 30%, as compared to the 21-22 school year state assessment results. Furthermore, at least 95% of students will be on grade level and ready to be promoted to the next grade level.
- 

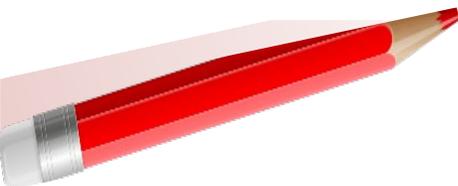
TELPAS



- Our goal is to close the achievement gap for the Emergent Bilingual Students in TELPAS by using available resources, professional development and research based practices to create a high level of instructional awareness. I will prioritize schedules and target resources to strategically address the instructional needs of students, address growth, and close achievement gaps.
 - We will continue to show gains in the TELPAS results of the Emergent Bilingual students by at least 6% from 44% to 50%, as compared to the 21-22 TELPAS Results. At least 95% of students will respond to the interventions and be able to close the achievement gap.
- 

TELPAS

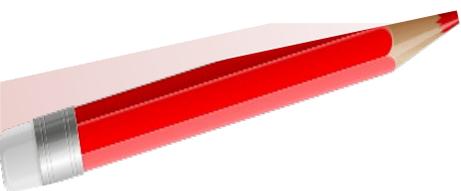


- Emergent Bilingual Students will receive daily instructional accommodations in the classroom. Sheltered Instructional Strategies will also be used daily in the classroom for instructional purposes to promote the 4 domains of language with the Emergent Bilingual Students.
 - Emergent Bilingual Students will have an opportunity to use Summit K-12 software that focuses on the 4 domains of language. They will also have opportunities to use Flipgrid on their daily assignments.
 - Beginner Emergent Bilingual Students will receive additional assistance with the Bilingual Aide, as per schedule.
 - Emergent Bilingual Students will be monitored by their Bilingual Teacher every six weeks in the 4 domains of language through the Ellevation Educational Program.
 - Emergent Bilingual Students that are in Special Education will be represented by an LPAC member in their ARD meeting.
 - LPAC Meetings will be held throughout the year to review the academic progress of Emergent Bilingual Students.
- 

SPECIAL EDUCATION: INSTRUCTIONAL FOCUS GOAL



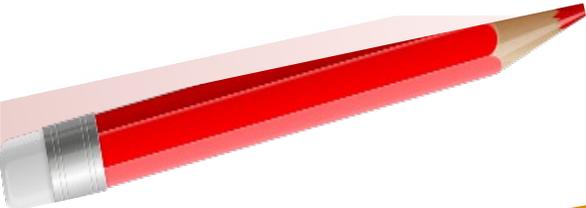
- Special Education Students will use SRA Reading Mastery and SRA Corrective Reading Decoding. They will also use SRA Connecting Math Concepts. SRA Reading is a scientifically, research based program that incorporates phonemic awareness, decoding, word analysis, fluency, and comprehension activities. SRA math provides direct and intense instruction in rote counting, math facts, and math fluency.
- Special Education Students will use Lexia Core 5, Sharon Wells, and Heggerty in order to close the achievement gap in Reading and Math.
- The Special Education Teacher will provide re-teaching, classroom accommodations, small group instruction, and one to one instruction.
- The General Education Teacher will collaborate with the Special Education Teacher to provide the support necessary for the Special Education Students in order to bridge the academic achievement gap. The instructional strategies and accommodations will be prescriptive per Special Education student in order to meet their academic needs.



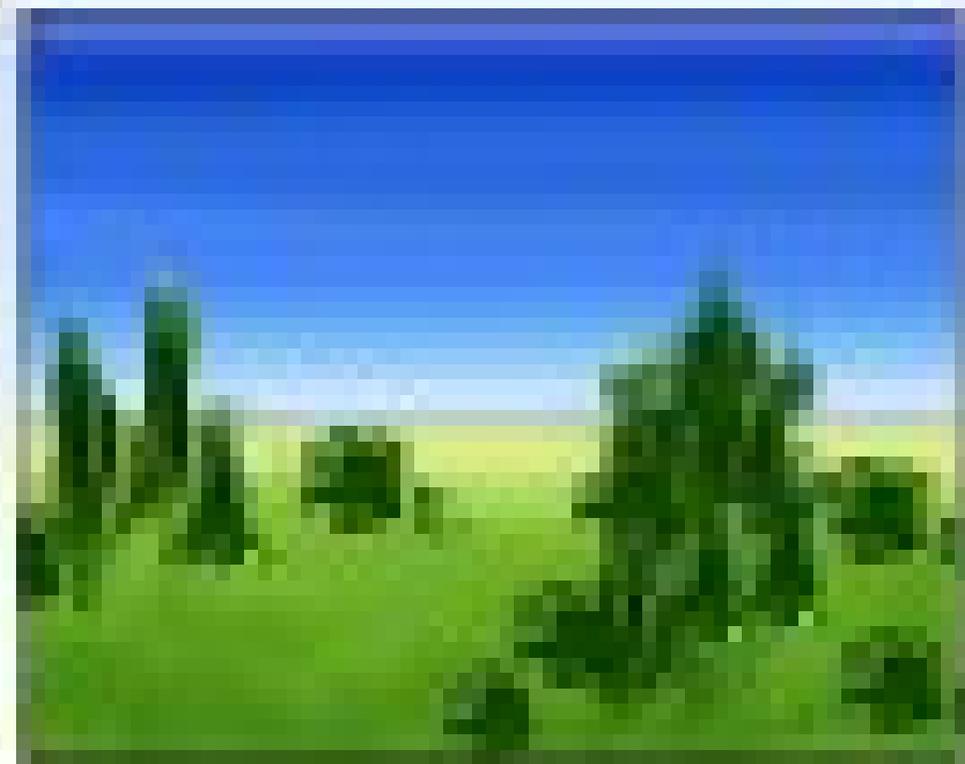


INSTRUCTIONAL FOCUS GOALS AND CAMPUS INITIATIVES

- Awards Ceremonies per Six Weeks and at the End of the Year
- Parent Liaison- Telephone Calls and Home Visits
- School Community Participation and Positive Partnerships
- Targeted Tutorials, Extended Day, and ACE programs
- Math Sharon Wells Fidelity; Gradual Release Approach, Writeables, Language Enrichment, and Student Centers
- iReady, Imagine Math, Imagine Literacy, and Summit K-12
- PK-2nd Grade Read Aloud Embedded in the Daily Schedule
- Tango Usage for Data Reporting and Analyzing (TEKS Mastery Report & Student SE Performance Report)
- Weekly Fluency Tracker (PK-5th)
- Accelerated Reader Logs
- Writing Journal (Response to Literature)
- Social Emotional Learning (SEL) embedded into daily schedule
- Class Dojo (Parental Involvement)
- Parent Conferences
- Special Education Planning Dates
- HB4545 Meetings and ALI Documentation
- Science Labs Per Week
- Lead4Ward Playlist Strategies
- Daily Walkthroughs (Goal- 12 per week)



Click icon to add picture



Thank You!

Ivonne Barnes



Texas Education Agency
2021 Federal Report Card
MORNINGSIDE EL (031901129) - BROWNSVILLE ISD - CAMERON COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: Comprehensive Support and Improvement Schools , Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	67%	54%	44%	*	45%	*	-	-	-	-	43%	60%	0%	53%	29%	31%	61%	-	-	-	-	
	CWD	42%	26%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	70%	60%	53%	*	53%	*	-	-	-	-	52%	60%	-	53%	38%	41%	65%	-	-	-	-	
	EL	54%	39%	29%	*	30%	*	-	-	-	-	28%	*	0%	38%	29%	20%	40%	-	-	-	-	
	Male	64%	50%	31%	-	30%	*	-	-	-	-	30%	*	0%	41%	20%	31%	-	-	-	-	-	
	Female	70%	58%	61%	*	63%	-	-	-	-	-	60%	*	*	65%	40%	-	61%	-	-	-	-	-
Mathematics	All Students	61%	40%	43%	*	43%	*	-	-	-	-	41%	60%	10%	49%	23%	29%	61%	-	-	-	-	
	CWD	40%	21%	10%	-	0%	*	-	-	-	-	10%	-	10%	-	11%	13%	*	-	-	-	-	
	CWOD	64%	44%	49%	*	51%	*	-	-	-	-	48%	60%	-	49%	27%	33%	65%	-	-	-	-	
	EL	51%	27%	23%	*	21%	*	-	-	-	-	22%	*	11%	27%	23%	15%	33%	-	-	-	-	
	Male	63%	43%	29%	-	27%	*	-	-	-	-	27%	*	13%	33%	15%	29%	-	-	-	-	-	-
	Female	59%	37%	61%	*	63%	-	-	-	-	-	60%	*	*	65%	33%	-	61%	-	-	-	-	-
Grade 4																							
Reading	All Students	62%	55%	52%	-	53%	*	-	-	-	-	52%	*	43%	54%	43%	43%	61%	*	-	-	-	
	CWD	34%	24%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	-	-	-	-
	CWOD	66%	62%	54%	-	55%	*	-	-	-	-	54%	*	-	54%	41%	42%	65%	*	-	-	-	-
	EL	48%	37%	43%	-	43%	-	-	-	-	-	43%	-	*	41%	43%	45%	40%	-	-	-	-	-
	Male	59%	53%	43%	-	43%	-	-	-	-	-	45%	*	*	42%	45%	43%	-	-	-	-	-	-
	Female	66%	56%	61%	-	64%	*	-	-	-	-	59%	*	*	65%	40%	-	61%	*	-	-	-	-
Mathematics	All Students	58%	40%	40%	-	41%	*	-	-	-	-	40%	*	25%	44%	32%	42%	39%	*	-	-	-	
	CWD	35%	22%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	20%	20%	*	-	-	-	-	
	CWOD	62%	44%	44%	-	45%	*	-	-	-	-	43%	*	-	44%	35%	47%	40%	*	-	-	-	
	EL	46%	26%	32%	-	32%	-	-	-	-	-	32%	-	20%	35%	32%	25%	40%	-	-	-	-	
	Male	61%	43%	42%	-	42%	-	-	-	-	-	43%	*	20%	47%	25%	42%	-	-	-	-	-	-
	Female	56%	36%	39%	-	41%	*	-	-	-	-	36%	*	*	40%	40%	-	39%	*	-	-	-	-
Grade 5																							
Reading	All Students	72%	70%	50%	-	50%	-	-	-	-	-	48%	*	0%	67%	33%	41%	60%	-	*	-	-	
	CWD	41%	32%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	77%	78%	67%	-	67%	-	-	-	-	-	65%	*	-	67%	54%	58%	75%	-	-	-	-	
	EL	61%	57%	33%	-	33%	-	-	-	-	-	30%	*	0%	54%	33%	25%	44%	-	-	-	-	
	Male	69%	68%	41%	-	41%	-	-	-	-	-	41%	-	0%	58%	25%	41%	-	-	-	*	-	
	Female	76%	73%	60%	-	60%	-	-	-	-	-	57%	*	*	75%	44%	-	60%	-	-	-	-	-
Mathematics	All Students	69%	59%	36%	-	36%	-	-	-	-	-	38%	*	0%	50%	18%	33%	40%	-	*	-	-	
	CWD	47%	36%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	73%	64%	50%	-	50%	-	-	-	-	-	52%	*	-	50%	31%	50%	50%	-	-	-	-	
	EL	59%	45%	18%	-	18%	-	-	-	-	-	19%	*	0%	31%	18%	23%	11%	-	-	*	-	
	Male	70%	63%	33%	-	33%	-	-	-	-	-	33%	-	0%	50%	23%	33%	-	-	-	*	-	
	Female	69%	59%	36%	-	36%	-	-	-	-	-	38%	*	0%	50%	18%	33%	40%	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	Female	69%	55%	40%	-	40%	-	-	-	-	-	43%	*	*	50%	11%	-	40%	-	-	-	-	
	All Students	61%	47%	30%	-	30%	-	-	-	-	-	28%	*	0%	42%	18%	28%	33%	-	*	-	-	
	CWD	36%	20%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	65%	52%	42%	-	42%	-	-	-	-	-	39%	*	-	42%	31%	42%	42%	-	-	-	-	
	EL	43%	31%	18%	-	18%	-	-	-	-	-	14%	*	0%	31%	18%	15%	22%	-	*	-	-	
	Male	63%	51%	28%	-	28%	-	-	-	-	-	28%	-	0%	42%	15%	28%	-	-	*	-	-	
	Female	59%	42%	33%	-	33%	-	-	-	-	-	29%	*	*	42%	22%	-	33%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	38%	21%	17%	*	18%	*	-	-	-	-	17%	20%	0%	21%	6%	11%	25%	-	-	-	-	
	CWD	23%	13%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	40%	22%	21%	*	22%	*	-	-	-	-	21%	20%	-	21%	8%	15%	27%	-	-	-	-	
	EL	24%	8%	6%	*	6%	*	-	-	-	-	6%	*	0%	8%	6%	10%	0%	-	-	-	-	
	Male	36%	19%	11%	-	12%	*	-	-	-	-	12%	*	0%	15%	10%	11%	-	-	-	-	-	
	Female	40%	23%	25%	*	26%	-	-	-	-	-	24%	*	*	27%	0%	-	25%	-	-	-	-	-
Mathematics	All Students	30%	13%	10%	*	10%	*	-	-	-	-	10%	0%	0%	11%	3%	6%	14%	-	-	-	-	
	CWD	21%	11%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	31%	13%	11%	*	12%	*	-	-	-	-	13%	0%	-	11%	4%	7%	15%	-	-	-	-	
	EL	20%	5%	3%	*	3%	*	-	-	-	-	3%	*	0%	4%	3%	0%	7%	-	-	-	-	
	Male	33%	14%	6%	-	6%	*	-	-	-	-	6%	*	0%	7%	0%	6%	-	-	-	-	-	
	Female	27%	11%	14%	*	15%	-	-	-	-	-	16%	*	*	15%	7%	-	14%	-	-	-	-	-
Grade 4																							
Reading	All Students	36%	27%	17%	-	18%	*	-	-	-	-	16%	*	14%	18%	10%	17%	17%	*	-	-	-	
	CWD	20%	15%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-	
	CWOD	38%	29%	18%	-	18%	*	-	-	-	-	16%	*	-	18%	6%	16%	20%	*	-	-	-	
	EL	22%	12%	10%	-	10%	-	-	-	-	-	10%	-	*	6%	10%	18%	0%	-	-	-	-	
	Male	34%	26%	17%	-	17%	-	-	-	-	-	18%	*	*	16%	18%	17%	-	-	-	-	-	-
	Female	38%	27%	17%	-	18%	*	-	-	-	-	14%	*	*	20%	0%	-	17%	*	-	-	-	-
Mathematics	All Students	35%	17%	17%	-	17%	*	-	-	-	-	16%	*	13%	18%	9%	13%	22%	*	-	-	-	
	CWD	22%	13%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	20%	*	-	-	-	-	
	CWOD	37%	18%	18%	-	18%	*	-	-	-	-	16%	*	-	18%	12%	11%	25%	*	-	-	-	
	EL	23%	8%	9%	-	9%	-	-	-	-	-	9%	-	0%	12%	9%	0%	20%	-	-	-	-	
	Male	38%	18%	13%	-	13%	-	-	-	-	-	13%	*	20%	11%	0%	13%	-	-	-	-	-	
	Female	32%	15%	22%	-	23%	*	-	-	-	-	18%	*	*	25%	20%	-	22%	*	-	-	-	-
Grade 5																							
Reading	All Students	45%	39%	16%	-	16%	-	-	-	-	-	13%	*	0%	21%	10%	18%	13%	-	*	-	-	
	CWD	22%	17%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	49%	44%	21%	-	21%	-	-	-	-	-	17%	*	-	21%	15%	25%	17%	-	-	-	-	
	EL	30%	22%	10%	-	10%	-	-	-	-	-	5%	*	0%	15%	10%	8%	11%	-	*	-	-	
	Male	42%	36%	18%	-	18%	-	-	-	-	-	18%	-	0%	25%	8%	18%	-	-	*	-	-	-
	Female	49%	42%	13%	-	13%	-	-	-	-	-	7%	*	*	17%	11%	-	13%	-	-	-	-	-
Mathematics	All Students	43%	31%	9%	-	9%	-	-	-	-	-	9%	*	0%	13%	0%	11%	7%	-	*	-	-	
	CWD	24%	15%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	46%	35%	13%	-	13%	-	-	-	-	-	13%	*	-	13%	0%	17%	8%	-	-	-	-	
	EL	30%	19%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-	-
	Male	45%	33%	11%	-	11%	-	-	-	-	-	11%	-	0%	17%	0%	11%	-	-	*	-	-	-
	Female	42%	29%	7%	-	7%	-	-	-	-	-	7%	*	*	8%	0%	-	7%	-	-	-	-	-
Science	All Students	30%	17%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	0%	6%	0%	-	*	-	-	
	CWD	20%	12%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-	
	CWOD	32%	18%	4%	-	4%	-	-	-	-	-	4%	*	-	4%	0%	8%	0%	-	-	-	-	
	EL	14%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-	-
	Male	34%	20%	6%	-	6%	-	-	-	-	-	6%	-	0%	8%	0%	6%	-	-	*	-	-	-
	Female	27%	13%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	19%	8%	6%	*	7%	*	-	-	-	-	5%	20%	0%	8%	0%	3%	11%	-	-	-	-	
	CWD	7%	4%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	21%	8%	8%	*	8%	*	-	-	-	-	6%	20%	-	8%	0%	4%	12%	-	-	-	-	
	EL	11%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-	-
	Male	17%	6%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	0%	3%	-	-	-	-	-	-
	Female	20%	9%	11%	*	11%	-	-	-	-	-	8%	*	*	12%	0%	-	11%	-	-	-	-	-
Mathematics	All Students	14%	4%	3%	*	3%	*	-	-	-	-	3%	0%	0%	4%	0%	3%	4%	-	-	-	-	
	CWD	7%	3%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-	
	CWOD	15%	4%	4%	*	4%	*	-	-	-	-	4%	0%	-	4%	0%	4%	4%	-	-	-	-	
	EL	8%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	16%	5%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	0%	3%	-	-	-	-	-
	Female	12%	2%	4%	*	4%	-	-	-	-	-	4%	*	*	4%	0%	-	4%	-	-	-	-
Grade 4																						
Reading	All Students	17%	10%	2%	-	2%	*	-	-	-	-	2%	*	0%	3%	0%	0%	4%	*	-	-	-
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	19%	11%	3%	-	3%	*	-	-	-	-	3%	*	-	3%	0%	0%	5%	*	-	-	-
	EL	8%	3%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	9%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	19%	11%	4%	-	5%	*	-	-	-	-	5%	*	*	5%	0%	-	4%	*	-	-	-
Mathematics	All Students	21%	7%	9%	-	9%	*	-	-	-	-	7%	*	13%	8%	0%	8%	9%	*	-	-	-
	CWD	9%	4%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	20%	*	-	-	-	-
	CWOD	23%	8%	8%	-	8%	*	-	-	-	-	5%	*	-	8%	0%	5%	10%	*	-	-	-
	EL	11%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-	-	-	-
	Male	23%	8%	8%	-	8%	-	-	-	-	-	9%	*	20%	5%	0%	8%	-	-	-	-	-
	Female	18%	7%	9%	-	9%	*	-	-	-	-	5%	*	*	10%	0%	-	9%	*	-	-	-
Grade 5																						
Reading	All Students	29%	23%	13%	-	13%	-	-	-	-	-	13%	*	0%	17%	5%	18%	7%	-	*	-	-
	CWD	8%	6%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	33%	27%	17%	-	17%	-	-	-	-	-	17%	*	-	17%	8%	25%	8%	-	-	-	-
	EL	15%	11%	5%	-	5%	-	-	-	-	-	5%	*	0%	8%	5%	8%	0%	-	*	-	-
	Male	27%	21%	18%	-	18%	-	-	-	-	-	18%	-	0%	25%	8%	18%	-	-	*	-	-
	Female	32%	26%	7%	-	7%	-	-	-	-	-	7%	*	*	8%	0%	-	7%	-	-	-	-
Mathematics	All Students	24%	14%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	CWD	9%	6%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	26%	16%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	25%	15%	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	*	-	-
	Female	23%	13%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Science	All Students	12%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	CWD	6%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	13%	6%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	4%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	14%	6%	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	*	-	-
	Female	10%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	57%	43%	*	43%	33%	-	-	-	-	42%	59%	10%	51%	28%	35%	52%	*	0%	-	-
	CWD	38%	27%	10%	-	8%	*	-	-	-	-	10%	-	10%	-	8%	10%	11%	-	0%	-	-
	CWOD	71%	62%	51%	*	52%	*	-	-	-	-	50%	59%	-	51%	36%	43%	59%	*	-	-	-
	EL	47%	36%	28%	*	28%	*	-	-	-	-	27%	44%	8%	36%	28%	23%	34%	-	0%	-	-
	Male	65%	56%	35%	-	34%	*	-	-	-	-	35%	33%	10%	43%	23%	35%	-	-	0%	-	-
	Female	69%	59%	52%	*	54%	*	-	-	-	-	51%	73%	11%	59%	34%	-	52%	*	-	-	-
Reading	All Students	68%	62%	48%	*	49%	*	-	-	-	-	47%	63%	12%	56%	34%	37%	61%	*	*	-	-
	CWD	35%	27%	12%	-	13%	*	-	-	-	-	12%	-	12%	-	10%	12%	13%	-	*	-	-
	CWOD	72%	68%	56%	*	57%	*	-	-	-	-	56%	63%	-	56%	43%	45%	67%	*	-	-	-
	EL	46%	38%	34%	*	35%	*	-	-	-	-	33%	*	10%	43%	34%	28%	41%	-	*	-	-
	Male	63%	58%	37%	-	37%	*	-	-	-	-	38%	*	12%	45%	28%	37%	-	-	*	-	-
	Female	72%	66%	61%	*	63%	*	-	-	-	-	59%	80%	13%	67%	41%	-	61%	*	-	-	-
Mathematics	All Students	65%	50%	41%	*	41%	*	-	-	-	-	40%	50%	11%	47%	24%	34%	48%	*	*	-	-
	CWD	39%	27%	11%	-	8%	*	-	-	-	-	11%	-	11%	-	9%	11%	13%	-	*	-	-
	CWOD	68%	54%	47%	*	49%	*	-	-	-	-	47%	50%	-	47%	30%	41%	53%	*	-	-	-
	EL	49%	33%	24%	*	23%	*	-	-	-	-	24%	*	9%	30%	24%	20%	29%	-	*	-	-
	Male	65%	50%	34%	-	33%	*	-	-	-	-	34%	*	11%	41%	20%	34%	-	-	*	-	-
	Female	65%	49%	48%	*	50%	*	-	-	-	-	48%	60%	13%	53%	29%	-	48%	*	-	-	-
Science	All Students	70%	61%	30%	-	30%	-	-	-	-	-	28%	*	0%	42%	18%	28%	33%	-	*	-	-
	CWD	42%	30%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	74%	65%	42%	-	42%	-	-	-	-	-	39%	*	-	42%	31%	42%	42%	-	-	-	-
	EL	47%	38%	18%	-	18%	-	-	-	-	-	14%	*	0%	31%	18%	15%	22%	-	*	-	-
	Male	70%	61%	28%	-	28%	-	-	-	-	-	28%	-	0%	42%	15%	28%	-	-	*	-	-
	Female	71%	60%	33%	-	33%	-	-	-	-	-	29%	*	*	42%	22%	-	33%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	30%	13%	*	14%	0%	-	-	-	-	13%	24%	3%	16%	5%	11%	16%	*	0%	-	-
	CWD	21%	15%	3%	-	3%	*	-	-	-	-	3%	-	3%	-	2%	5%	0%	-	0%	-	-
	CWOD	44%	33%	16%	*	16%	*	-	-	-	-	15%	24%	-	16%	6%	13%	18%	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	20%	12%	5%	*	5%	*	-	-	-	-	5%	11%	2%	6%	5%	5%	5%	-	0%	-	-
	Male	40%	29%	11%	-	11%	*	-	-	-	-	12%	0%	5%	13%	5%	11%	-	-	0%	-	-
	Female	42%	32%	16%	*	16%	*	-	-	-	-	14%	36%	0%	18%	5%	-	16%	*	-	-	-
Reading	All Students	44%	38%	17%	*	18%	*	-	-	-	-	16%	38%	4%	20%	8%	15%	20%	*	*	-	-
	CWD	20%	15%	4%	-	4%	*	-	-	-	-	4%	-	4%	-	5%	6%	0%	-	*	-	-
	CWOD	47%	41%	20%	*	20%	*	-	-	-	-	19%	38%	-	20%	9%	17%	22%	*	-	-	-
	EL	20%	14%	8%	*	8%	*	-	-	-	-	7%	*	5%	9%	8%	12%	3%	-	*	-	-
	Male	40%	34%	15%	-	15%	*	-	-	-	-	15%	*	6%	17%	12%	15%	-	-	*	-	-
	Female	48%	41%	20%	*	20%	*	-	-	-	-	16%	60%	0%	22%	3%	-	20%	*	-	-	-
Mathematics	All Students	37%	20%	12%	*	12%	*	-	-	-	-	12%	13%	4%	14%	4%	9%	15%	*	*	-	-
	CWD	21%	14%	4%	-	4%	*	-	-	-	-	4%	-	4%	-	0%	5%	0%	-	*	-	-
	CWOD	39%	22%	14%	*	14%	*	-	-	-	-	14%	13%	-	14%	5%	10%	17%	*	-	-	-
	EL	20%	10%	4%	*	4%	*	-	-	-	-	4%	*	0%	5%	4%	0%	9%	-	*	-	-
	Male	37%	21%	9%	-	9%	*	-	-	-	-	9%	*	5%	10%	0%	9%	-	-	*	-	-
	Female	36%	19%	15%	*	16%	*	-	-	-	-	15%	20%	0%	17%	9%	-	15%	*	-	-	-
Science	All Students	43%	30%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	0%	6%	0%	-	*	-	-
	CWD	22%	15%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	46%	33%	4%	-	4%	-	-	-	-	-	4%	*	-	4%	0%	8%	0%	-	-	-	-
	EL	17%	12%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	44%	31%	6%	-	6%	-	-	-	-	-	6%	-	0%	8%	0%	6%	-	-	*	-	-
	Female	42%	30%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All Students	18%	10%	5%	*	5%	0%	-	-	-	-	4%	12%	2%	5%	1%	4%	5%	*	0%	-	-
	CWD	7%	6%	2%	-	2%	*	-	-	-	-	2%	-	2%	-	0%	2%	0%	-	0%	-	-
	CWOD	19%	11%	5%	*	6%	*	-	-	-	-	5%	12%	-	5%	1%	5%	6%	*	-	-	-
	EL	7%	3%	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	-	0%	-	-
	Male	17%	9%	4%	-	4%	*	-	-	-	-	4%	0%	2%	5%	1%	4%	-	-	0%	-	-
	Female	19%	11%	5%	*	6%	*	-	-	-	-	4%	18%	0%	6%	0%	-	5%	*	-	-	-
Reading	All Students	18%	12%	6%	*	7%	*	-	-	-	-	6%	13%	0%	8%	1%	5%	8%	*	*	-	-
	CWD	6%	5%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	13%	8%	*	8%	*	-	-	-	-	7%	13%	-	8%	2%	7%	9%	*	-	-	-
	EL	7%	3%	1%	*	1%	*	-	-	-	-	1%	*	0%	2%	1%	2%	0%	-	-	-	-
	Male	16%	10%	5%	-	5%	*	-	-	-	-	6%	*	0%	7%	2%	5%	-	-	*	-	-
	Female	21%	14%	8%	*	8%	*	-	-	-	-	7%	20%	0%	9%	0%	-	8%	*	-	-	-
Mathematics	All Students	17%	7%	4%	*	4%	*	-	-	-	-	4%	13%	4%	4%	0%	4%	5%	*	*	-	-
	CWD	8%	6%	4%	-	4%	*	-	-	-	-	4%	-	4%	-	0%	5%	0%	-	*	-	-
	CWOD	18%	8%	4%	*	4%	*	-	-	-	-	4%	13%	-	4%	0%	3%	5%	*	-	-	-
	EL	8%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	18%	8%	4%	-	4%	*	-	-	-	-	4%	*	5%	3%	0%	4%	-	-	*	-	-
	Female	16%	7%	5%	*	5%	*	-	-	-	-	3%	20%	0%	5%	0%	-	5%	*	-	-	-
Science	All Students	19%	10%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	20%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	4%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	20%	10%	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	*	-	-
	Female	18%	10%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
189	33	17%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	20	*	21	11	-	-	-	-	20	5	11
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	72%	*	71%	100%	-	-	-	-	72%	69%	75%	71%	75%	74%	69%	*
	CWD	75%	-	75%	*	-	-	-	-	75%	-	75%	-	88%	75%	77%	-
	CWOD	71%	*	70%	*	-	-	-	-	71%	69%	-	71%	71%	73%	68%	*
	EL	75%	*	74%	*	-	-	-	-	74%	83%	88%	71%	75%	79%	70%	-
	Male	74%	-	73%	*	-	-	-	-	74%	58%	75%	73%	79%	74%	-	-
	Female	69%	*	69%	*	-	-	-	-	69%	79%	77%	68%	70%	-	69%	*
Reading	All Students	78%	*	78%	*	-	-	-	-	78%	82%	78%	78%	83%	79%	77%	*
	CWD	78%	-	77%	*	-	-	-	-	78%	-	78%	-	89%	76%	82%	-
	CWOD	78%	*	78%	*	-	-	-	-	78%	82%	-	78%	81%	80%	76%	*
	EL	83%	*	83%	*	-	-	-	-	82%	100%	89%	81%	83%	85%	80%	-
	Male	79%	-	79%	*	-	-	-	-	79%	80%	76%	80%	85%	79%	-	-
	Female	77%	*	76%	*	-	-	-	-	76%	83%	82%	76%	80%	-	77%	*
Mathematics	All Students	73%	*	72%	*	-	-	-	-	73%	73%	75%	72%	73%	75%	70%	*
	CWD	75%	-	74%	*	-	-	-	-	75%	-	75%	-	85%	76%	73%	-
	CWOD	72%	*	72%	*	-	-	-	-	72%	73%	-	72%	69%	74%	70%	*
	EL	73%	*	73%	*	-	-	-	-	73%	80%	85%	69%	73%	78%	68%	-
	Male	75%	-	74%	*	-	-	-	-	76%	60%	76%	74%	78%	75%	-	-
	Female	70%	*	70%	*	-	-	-	-	69%	83%	73%	70%	68%	-	70%	*
Science	All Students	49%	-	49%	-	-	-	-	-	51%	*	69%	44%	56%	53%	45%	-
	CWD	69%	-	69%	-	-	-	-	-	69%	-	69%	-	90%	67%	*	-
	CWOD	44%	-	44%	-	-	-	-	-	46%	*	-	44%	45%	48%	41%	-
	EL	56%	-	56%	-	-	-	-	-	57%	*	90%	45%	56%	65%	47%	-
	Male	53%	-	53%	-	-	-	-	-	56%	*	67%	48%	65%	53%	-	-
	Female	45%	-	45%	-	-	-	-	-	45%	*	*	41%	47%	-	45%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	28%	*	29%	0%	-	-	-	-	28%	31%	25%	29%	25%	26%	31%	*
	CWD	25%	-	25%	*	-	-	-	-	25%	-	25%	-	12%	25%	23%	-
	CWOD	29%	*	30%	*	-	-	-	-	29%	31%	-	29%	29%	27%	32%	*
	EL	25%	*	26%	*	-	-	-	-	26%	17%	12%	29%	25%	21%	30%	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female											
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	32	-8	29	3	-8	-8	-8	-8	19	7	-8
	Female	27	-8	26	1	-8	-8	-8	-8	15	3	-8
	Total	59	-8	55	4	-8	-8	-8	-8	34	10	-8

												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												0
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack with a firearm or explosive device												0
Incidents of threats of physical attack without a weapon												0
Incidents of possession of a firearm or explosive device												0
Allegations of Harassment or bullying												
On the basis of sex												0
On the basis of race												0
On the basis of disability												0
On the basis of sexual orientation												0
On the basis of religion												0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	48	0	43	5	0	0	0	0	32	6
	Female	51	2	49	0	0	0	0	0	36	0
	Total	99	2	92	5	0	0	0	0	68	6
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates ED Facts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	9.1%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.6	12.0%

- Indicates there are no data available in the group.
- Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total(\$)	Site(\$)	District Allocation(\$)	Total(\$)	Site(\$)	District Allocation(\$)	Total(\$)
Business/central/other support services		422		401	401		21	21
Food services		1,009	584	178	762	242	5	247
Instruction		6,659	5,409	242	5,651	630	379	1,009
Support services, general administration		43		43	43		0	0
Support services, instructional staff		812	408	83	491	232	90	322
Support services, operation and maintenance of plant		1,480	376	933	1,309	73	98	171
Support services, pupils		625	473	29	502	70	53	123
Support services, school administration		758	715	25	740	11	7	18
Support services, student transportation		251		245	245		6	6
Total	457	12,061	7,965	2,179	10,144	1,258	659	1,917

- Blank cell indicates there are no data available in the group.
- Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	30	1%	-	-
Mathematics	4,961	1%	30	1%	-	-
Grade 4						
Reading	5,046	1%	33	1%	-	-
Mathematics	5,040	1%	33	1%	-	-
Grade 5						
Reading	5,133	1%	33	1%	-	-
Mathematics	5,138	1%	32	1%	-	-
Science	5,130	1%	33	1%	-	-
Grade 6						
Reading	4,925	1%	28	1%	-	-
Mathematics	4,923	1%	28	1%	-	-
Grade 7						
Reading	4,586	1%	38	1%	-	-
Mathematics	4,581	1%	37	2%	-	-
Grade 8						
Reading	4,513	1%	24	1%	-	-
Mathematics	4,507	1%	24	1%	-	-
Science	4,492	1%	24	1%	-	-
End of Course						
English I	4,504	1%	29	1%	-	-
English II	4,092	1%	28	1%	-	-
Algebra I	4,514	1%	30	1%	-	-
Biology	4,424	1%	24	1%	-	-
All Grades						
All Subjects	85,481	1%	538	1%	-	-
Reading	37,771	1%	243	1%	-	-
Mathematics	33,664	1%	214	1%	-	-
Science	14,046	1%	81	1%	-	-

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
	English Language Learners	61	65	39	35	12	10	2	1	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
Students with Disabilities		55	54	45	46	13	14	1	2	
English Language Learners	24	41	76	59	29	16	2	1		
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
	English Language Learners	66	72	34	28	4	4	n/a	n/a	
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
Students with Disabilities		73	73	27	27	5	6	1	2	
English Language Learners	60	72	40	28	8	5	1	1		

* Indicates reporting standards not met.
 n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	4.9%	*	5.0%	0.0%	-	-	-	-	5.1%	7.9%	4.0%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.