

Brownsville Independent School District

Del Castillo-Morningside Elementary

2024-2025 Campus Improvement Plan



Public Presentation Date: September 24, 2024

Mission Statement

The mission of Del Castillo-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

The faculty and staff at Del Castillo-Morningside Elementary will produce students who will excel in all areas of development including academic, socio-cultural and emotional growth. Del Castillo-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.

Value Statement

We thrive to provide positive learning experiences in a nurturing environment. High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success. Academic success nurtures lifelong learning. Everyone flourishes in a safe and healthy educational environment. The success of each student, educator and family is vital for the future growth and sustainability of our community. The community and families share responsibility for the development and mentoring of our students.

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Goal 2: 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.Los educadores se mantendrán al día con el desarrollo de técnicas creativas e innovadoras en la administración y la administración utilizando esas técnicas según corresponda para mejorar el aprendizaje de los estudiantes. (TEA Ch. 4 Obj. 9)	37

Goal 3: Through enhanced dropout prevention efforts, all Del Castillo-Morningside students will remain in school throughout the school year. A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes de Del Castillo-Morningside permaneceran en la escuela durante todo el ano escolar.	44
Goal 4: Technology will be implemented and used at Del Castillo-Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan. La tecnologia se implementara y utilizara en Del Castillo-Morningside para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD. (TEA Chapter 4, Obj. 10)	52
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Goal 6: Del Castillo-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. Del Castillo-Morningside proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos.	68
Goal 7: Del Castillo-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. Del Castillo-Morningside trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes.	75
Goal 8: Del Castillo-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. Del Castillo-Morningside garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado.(Board Goal 3) (TEA Ch. 4, Obj. 6)	76
Goal 9: Del Castillo-Morningside will ensure that the building is well maintained, energy efficient, and a safe and orderly learning environment for all students. Del Castillo-Morningside se asegurara de que el edificio este bien mantenido, sea eficiente en energia y sea un ambiente de aprendizaje seguro y ordenado para todos los estudiantes.	78
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Del Castillo-Morningside Elementary has a highly qualified professional and paraprofessional staff that provides a high quality instructional program in a nurturing environment to all students. In an effort to meet the varied talents and needs of all students, the school provides instruction in the following programs: Three-Tiered ELA/SLA curriculum, Bilingual education, gifted and talented education, special education, ECSE, computer-assisted instruction, Dyslexia, and music education. In addition to the curriculum based upon the Texas Essential Knowledge and skills (TEKS), Del Castillo-Morningside's instructional focus includes an emphasis in reading language arts, mathematics, science, social studies, technology and fine arts. To supplement the curriculum and support the instructional programs, Morningside Elementary offers its students extended day and extended week tutorial programs for students requiring additional instruction and intervention.

The Emergent Bilingual students are provided with assistance in their English development in listening, speaking, reading and writing. Del Castillo-Morningside is Wi-Fi networked for campus-wide Internet accessibility and e-mail communication purposes for the instructional staff.

Students are encouraged to participate in District extra-curricular activities such as Brainsville, U.I.L., Spelling Bee, Science Fair and Field Day. Students are also encouraged to participate in campus extra-curricular activities such as: volleyball, soccer, running, choir, and District performances. Every six weeks, the school recognizes students for their honor roll and perfect attendance accomplishments by distributing certificates in these areas in a student-parent awards ceremony.

The school's special assignment teachers assist general classroom teachers to enhance the core curriculum. The school's counselors are available for classroom presentations, individual or group counseling for all students and are always available to conference with parents and employees when needed and upon request. With the onset of the pandemic, a new program, Quaver, was embedded into the daily schedule to address the social emotional component to assist students in making the transition from life at home to 100% percent face to face instruction. The Counselors also hosts Career on Wheels for students. Parental involvement is a vital component for student success. A parent liaison is available to coordinate a parental involvement and volunteering program through weekly meetings and providing volunteer opportunities.

The principal has established a culture and climate rooted in the belief that all students can learn and succeed and deserve a loving and nurturing environment. Finally, to celebrate the successes of the students, activities are held throughout the school year. The school hosts festivals, school dances, perfect attendance celebrations, "A" Honor Roll celebrations and several other presentations. At the end of the school year, the school hosts grade level completion ceremonies and field day activities.

Demographics

Demographics Summary

Del Castillo-Morningside Elementary views demographic data on a daily basis. The main focus of the data that is reviewed includes academic performance among subgroups, progress monitoring and daily attendance. The main focus groups include At-Risk students, bilingual education students, and special education students. Once attendance is taken, we view our averages to see if we met our attendance goal. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents. In conjunction with our parent liaison, we make home visits in order to check on students who are chronically absent, seek parents after several attempts have been made, and assess the surrounding community area that can factor into students' attendance and academic performance. In addition, when needed, we seek the assistance of the district's attendance office and follow district policies for attendance. Once students are identified as Bilingual Students, At-Risk, or Special Education, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. Tutorials are provided for At-Risk students to target specific academic weaknesses and ensure academic success. Instructional resources such as novels, supplemental workbooks, academic bulletin board sets, and consumable resources are also provided to close the academic achievement gap and ensure academic success. In addition, extended day and week tutorials, supplies for professional development, instructional resources that supplement the core curriculum such as math manipulatives, academic bulletin board sets, and consumable supplies are provided for students to continue the path to be on grade level. PK-3 and PK-4 students are also provided with an instructional assistant. Procedures for overseeing demographic concerns include viewing students' grades, benchmark scores, progress monitoring, verifying daily attendance, verifying after-school and Saturday tutorial attendance, and allotting time for teacher planning and parent conferences.

Demographics Strengths

- Parental/community involvement grew from last year through scheduled meetings designed to inform parents of current educational practices and campus performance.
- Effective ways to close the academic gap of our special populations.
- Strong PK and Kinder programs that provide foundation learning experiences.
- RTI plans are in place and are updated continuously with current academic data.
- Immediate identification and enrollment of homeless and unaccompanied youth.
- Tier II Interventions are embedded in the daily schedule.
- English Learners student placement into the Bilingual Program
- Afterschool Tutorials for all At-Risk students.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Del Castillo-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.

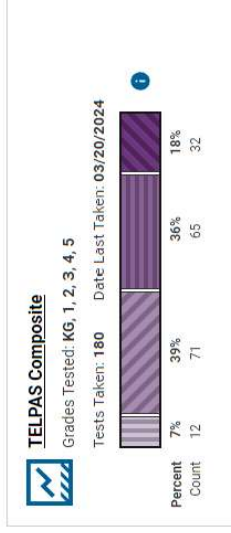
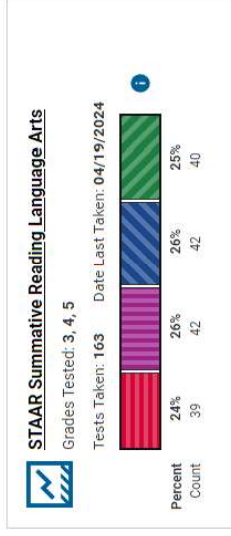
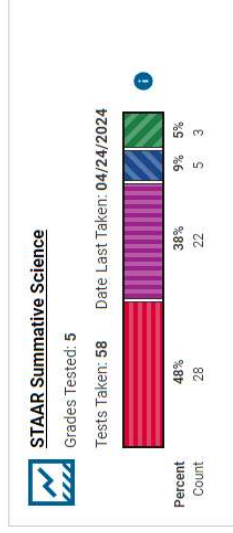
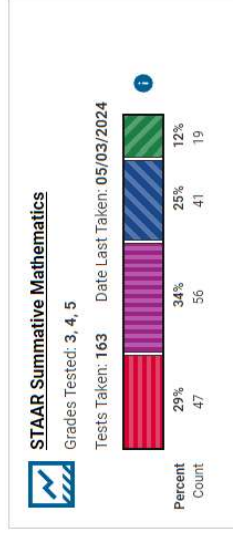
Need Statement 2 (Prioritized): Del Castillo-Morningside needs to close performance gaps for At-Risk students through additional support. **Data Analysis/Root Cause:** Analysis of data indicates that At-Risk students require additional support through RTI and tiered groupings.

Need Statement 3 (Prioritized): Del Castillo-Morningside needs to increase enrollment from PK3 through 5th grade. **Data Analysis/Root Cause:** Data analysis reveals that the enrollment has decreased throughout the years.

Student Learning

Student Learning Summary

Student Learning Summary Critical to the academic success of Del Castillo-Morningside Elementary is the disaggregation of students' progress and assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states' student expectation and TEKS mastery in the areas of reading, language arts, math, and science. In addition, administrators and teachers review 4th and 5th grade students' data to ensure student growth will be met for the 2024-2025 school year. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRJ/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, a half-time dyslexia teacher provides interventions for students who are identified as dyslexic. In addition, full-time Pre-Kindergarten teachers are provided to build the literacy and social foundation for students. Administrators and teachers look at students' achievement scores and break down the test objectives to identify strengths and weaknesses. In addition, administrators and teachers work together weekly to build rigorous weekly tests that are correlated with state standardized assessments and correlated with the higher levels of Bloom's Taxonomy. These tests are designed to focus on the higher levels of Bloom's Taxonomy and prepare students for the secondary levels of education. Teachers and administrators then discuss the type of instruction students will receive to include effective research-based instructional strategies that will allow students to master the TEKS at higher levels of complexity and higher levels of depth of knowledge. Another focus group our campus focuses on are our migrant students. Migrant students are identified and recruited for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. A Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant students of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that school supplies such as paper, crayons, glue, and binders will provide support to the migrant students.



Student Learning Strengths

Del Castillo-Morningside Elementary
Generated by Plan4Learning.com

Tutorials are provided on a weekly basis for at-risk students.

A dyslexia teacher provides services to dyslexia students.

School supplies are provided to Migrant students.

Weekly meetings are held to review student academic data.

Student growth charts develop student ownership of their progress.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Del Castillo-Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading language arts, math, 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): Del Castillo-Morningside needs to provide supplemental instructional materials and general instructional supplies, including library books 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): Del Castillo-Morningside needs up to date technology, including interactive panels, 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 4 (Prioritized): All ELL students need differentiated instruction to close educational learning gaps. **Data Analysis/Root Cause:** Data analysis indicates that ELL students score below grade level in the areas of reading and writing.

School Processes & Programs

School Processes & Programs Summary

Del Castillo-Morningside Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. Curriculum and Instruction are of high importance to the campus. The Principal meets with the teachers on a weekly basis to apply the development of the current curriculum and to review data. The campus implements district curriculum initiatives and assessments as required by the state of Texas. The Texas Essential Knowledge and Skill (TEKS) prepare students for a quality education and for state assessments. Teachers work together to develop quality lessons for the six weeks. They are provided with planning time to complete their lessons and move forward with their plan of action. Administrators provide teachers with instructional resources and professional development opportunities. Planning for instruction and interventions is done through vertical and horizontal alignment. Del Castillo-Morningside Elementary has an extremely high retention rate of teachers and other campus personnel. Interview committees consist of administrators and teachers in order to make high quality hiring determinations. New teachers are provided with a grade level mentor and administrative support in order to have positive success in their new profession. As per the CNA, parents, teachers, and students feel that students are continuously learning and feel supported by all stakeholders.

School Processes & Programs Strengths

- Del Castillo-Morningside Elementary operates as a campus-wide professional community as we model our motto “Love, Unity and Respect”
- Teachers and staff are involved in the decision-making process at all levels.
- Grade levels study TEKS and students assessment data to plan and deliver best practice instruction.
- Grade-levels meet weekly with administration to discuss students’ academic progress, scope and sequencing, timelines and due dates.
- Administration and Faculty meet monthly to discuss school operations, safety procedures, upcoming events, and address any questions or concerns.
- The SBDM meets once every quarter to discuss school progress, programs, and school issues.

Need Statements Identifying School Processes & Programs Needs

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

Need Statement 2 (Prioritized): 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 (Prioritized): 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 (Prioritized): Del Castillo-Morningside administration needs to discuss instructional strategies and progress, along with campus initiatives, and health and safety of all students 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. This includes health and safety procedures.

Need Statement 5 (Prioritized): 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 (Prioritized): Del Castillo-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): 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

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations that will allow Del Castillo-Morningside Elementary to provide a safe and smooth learning environment. A full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the quarterly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

Perceptions Strengths

- 93% of the students feel that they are learning important things at school.
- 92% of the students feel that they are happy with the technology used in the classroom.
- 90% of students feel that the way teachers grade their schoolwork is fair.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Del Castillo-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 (Prioritized): Del Castillo-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 (Prioritized): 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 (Prioritized): Del Castillo-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.

Need Statement 5 (Prioritized): Del Castillo-Morningside will provide weekly parent meetings to promote parental involvement and student attendance. Home visits will be requested for the Parent Liaison to visit the homes of students, as needed. **Data Analysis/Root Cause:** CNA Surveys and ADA Reports indicate students not attending due to illness and commuting issues.

Priority Need Statements

Need Statement 1: Del Castillo-Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading language arts, math, 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

Need Statement 2: Del Castillo-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 3: Del Castillo-Morningside needs to provide supplemental instructional materials and general instructional supplies, including library books 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

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: School Processes & Programs

Need Statement 5: Del Castillo-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 6: Del Castillo-Morningside needs up to date technology, including interactive panels, 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

Need Statement 7: Del Castillo-Morningside needs to increase enrollment from PK3 through 5th grade.

Data Analysis/Root Cause 7: Data analysis reveals that the enrollment has decreased throughout the years.

Need Statement 7 Areas: Demographics

Need Statement 8: The campus needs to maintain high staff morale throughout the year for to ensure quality recruitment and retention.

Data Analysis/Root Cause 8: Teacher surveys indicate high moral on campus.

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: All ELL students need differentiated instruction to close educational learning gaps.

Data Analysis/Root Cause 9: Data analysis indicates that ELL students score below grade level in the areas of reading and writing.

Need Statement 9 Areas: Student Learning

Need Statement 10: Del Castillo-Morningside needs increased accessibility to computers for all students for instructional technology for use with campus and District instructional technology programs.

Data Analysis/Root Cause 10: Many platforms such as benchmarks and TELPAS require computers, ideally in a computer lab setting.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: 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 11: Data analysis of benchmarks will provide focus areas of TEKS and instructional grouping of students.

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: Maintaining high staff morale by showing appreciation throughout the year is necessary for quality recruitment and retention

Data Analysis/Root Cause 12: Teacher survey indicate high campus morale.

Need Statement 12 Areas: School Processes & Programs

Need Statement 13: Del Castillo-Morningside administration needs to discuss instructional strategies and progress, along with campus initiatives, and health and safety of all students through bi-weekly grade level meetings.

Data Analysis/Root Cause 13: Dissemination of data at GL meetings is necessary to design and monitor educational goals and strategies throughout the year. This includes health and safety procedures.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: 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 14: Weekly meetings among grade level members ensure data driven goals and strategies.

Need Statement 14 Areas: School Processes & Programs

Need Statement 15: Del Castillo-Morningside needs extended day enrichment opportunities provided to all students in all grade levels throughout the year.

Data Analysis/Root Cause 15: Data analysis shows that extended day enrichment opportunities help overall student achievement.

Need Statement 15 Areas: School Processes & Programs

Need Statement 16: Del Castillo-Morningside needs to provide educational training on campus educational priorities, policies and procedures through weekly parent meetings.

Data Analysis/Root Cause 16: Parent surveys indicate positive feedback on parent meetings.

Need Statement 16 Areas: Perceptions

Need Statement 17: Del Castillo-Morningside needs to provide positive recognition for good behavior ("Fabulous Friday", popcorn parties, awards ceremonies, morning trivia awards)

Data Analysis/Root Cause 17: Teacher surveys indicate high morale and positive responses to rewards for students.

Need Statement 17 Areas: Perceptions

Need Statement 18: 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 18: Parent surveys indicate the desire for timely communication between teacher and parents.

Need Statement 18 Areas: Perceptions

Need Statement 19: Del Castillo-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 19: Teacher and parent surveys indicate positive responses to community events and positive campus climate.

Need Statement 19 Areas: Perceptions

Need Statement 20: Del Castillo-Morningside will provide weekly parent meetings to promote parental involvement and student attendance. Home visits will be requested for the Parent Liaison to visit the homes of students, as needed.

Data Analysis/Root Cause 20: CNA Surveys and ADA Reports indicate students not attending due to illness and commuting issues.

Need Statement 20 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 17, 2024

Goal 1: Del Castillo-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.
Los estudiantes de Del Castillo-Morningside recibirán oportunidades educativas que producirán graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes.

Performance Objective 1: Del Castillo-Morningside performance for all students in grades 3-5, in all subjects, will exceed 2024 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading language arts, mathematics, science and social studies by 5 percentage points.
El rendimiento de Del Castillo-Morningside para todos los estudiantes en los grados 3-5, en todas las materias, superará el rendimiento de 2024 STAAR percent Meets Grade Level y STAAR Master Grade Level en lectura, escritura, matemáticas, ciencias y estudios sociales en 5 puntos porcentuales.

Evaluation Data Sources: STAAR performance reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews		
		Formative		Summative
		Sept	Dec	Mar
Strategy 1: 1) Instruction by highly qualified teachers will be provided to students who are not meeting reading language arts standards. 3rd - 5th grade students not meeting reading language arts 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. Subs will be provided to all teachers grades 3-5 to provide additional planning time to create strategies to prepare for the STAAR 2.0. 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. 1) Se brindara instruccion a cargo de maestros altamente calificados a los estudiantes que no cumplan con los estandares de lectura de artes del lenguaje. A los estudiantes de 3.o a 5.o grado que no cumplan con los estandares de lectura de artes de lenguaje se les proporcionara un programa de dia/semana extendido para cumplir con los estandares de responsabilidad del Estado y del Distrito. Los planes de lecciones (regulares y de tutoria) se apegaran estrechamente a los marcos del Distrito y reflejaran las necesidades educativas de todos los estudiantes. Se proporcionaran suplentes a todos los maestros de los grados 3-5 para proporcionar tiempo de planificacion adicional para crear estrategias para prepararse para el STAAR 2.0. El campus tambien proporcionara enriquecimiento de dia extendido para todos los estudiantes en todos los niveles de grado para ayudar a asegurar su progreso academico y brindar oportunidades adicionales para aprender en las areas de arte, danza, educacion fisica y estudios sociales. 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, Three Cheers for PK scores, mClass scores, NRT Assessments Staff Responsible for Monitoring: Administrative Staff Title I: 2.5 - 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 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 2 Funding Sources: Tutorials for SSI - 162 State Compensatory - 162-11-6118-00-129-Y-24-SSI-Y - \$3,990, Extended Day/Tutorials grades 3-5 - 162 State Compensatory - 162-11-6118-00-129-Y-30-000 - \$41,000, Extra duty pay Tutorials - Extended Day - 211 Title I-A - 211-11-6118-00-129-Y-30-ASP-Y - \$64,804, Extended day - classified - 211 Title I-A - 211-11-6121-0-129-Y-30-0F2-Y - \$8,000, EXT. DUTY PAY/SUP PE - 199 Local funds - 199-23-6121-08-129-Y-99-000-Y - \$75, OT - 199 Local funds - 199-23-6121-08-129-Y-99-000-Y - \$150, Physical Education - 199 Local funds - 199-11-6399-51-129-Y-11-00-Y - \$300				

Strategy 2 Details		Reviews			
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, iReady, Summit K12, Lexia Core 5, and Legends of Learning. 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, iReady, Summit K12, Lexia Core 5, and Legends of Learning. 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 Staff Responsible for Monitoring: Administrative Staff, Teachers, District Computer Specialists Title I: 2.4 - Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 3 Details		Reviews			
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 disseminate 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. Lead Teachers will hold weekly meetings with their grade level to review weekly TEKS, resources, assessments, and data. Proporcionar desarrollo de personal profesional de alta calidad y metodologias para abordar las deficiencias en STAAR, TPRI/TEJAS LEE, mClass, CPALLS y TELPAS para todos los niveles de grado. El desarrollo del personal se enfocara en todas las areas evaluadas: Lectura, Escritura, Matematicas y Ciencias. El desarrollo del personal tambien incluirea capacitaciones especificas sobre RTI, 504 y dislexia (evaluador HB 1886 para estudiantes en riesgo de dislexia). Los datos se utilizaran para realizar un seguimiento del rendimiento de los estudiantes y conducir las practicas de instruccion. Se comprara una impresora dedicada para difundir los resultados de la evaluacion durante todo el ano. Los empleados certificados viajaran para oportunidades de desarrollo profesional segun sea necesario. Se proporcionaran suplentes cuando sea necesario para que los maestros asistan a oportunidades especificas de desarrollo profesional, incluidas las sesiones de capacitacion internas. Los maestros principales llevaran a cabo reuniones semanales con su nivel de grado para revisar los TEKS, los recursos, las evaluaciones y los datos semanales. 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. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Title I: 2.4 - Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3 Funding Sources: Campus Leadership - 199 Local funds - 199-23-6399-00-129-Y-99-0-00-Y - \$800, Counselors-travel - 199 Local funds - 199-31-31-11-23-129-Y-99-0-00-Y - \$300		Sept	Dec	Mar	Summative
					May

Strategy 4 Details		Reviews				
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. Los maestros de PK a 5to trabajaran en colaboracion para alinear la instruccion en el salon de clases (TEKS/STAAR) con el alcance, la secuencia y la evaluacion para ayudar a los estudiantes a alcanzar el nivel de rendimiento de su grado. Se hara un seguimiento de la fluidez para registrar el progreso del estudiante. Los maestros seran incluidos en las decisiones sobre el uso y la seleccion de evaluaciones academicas para implementar nuevas estrategias de instruccion y/o cambiar y modificar las estrategias de instruccion existentes para satisfacer las necesidades de los estudiantes. Se compraran materiales instructivos complementarios, incluidos libros complementarios basados en STAAR para el aula y materiales de lectura adicionales para el campus, para apoyar el plan de estudios, para todos los estudiantes en el campus, incluida la educacion regular, SPED y bilingues emergentes. Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks scores, progress reports Summative: STAAR scores, TPRI/TEJAS LEE scores, TELPAS scores Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team District Curriculum Specialist Title I: 2.4 - Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 1, 2, 3 Funding Sources: Substitutes - 163 State Bilingual - 163-11-6118-18-129-Y-25-031-Y, Supplies and Materials - 211 Title I-A - 211-13-6399-00-129-Y-30-AYP-Y - \$500, Supplies and Materials - 211 Title I-A - 211-23-6399-00-129-Y-30-0F2-Y - \$9,274						
		Sept	Dec	Mar	Summative May	
						

Strategy 5 Details		Reviews			
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), laptops and interactive panels will be purchased to improve instructional delivery. Printers will be purchased for teachers to provide students with research based resources in printed format. Los maestros de PK - 5to implementaran tecnicas de instruccion efectivas y basadas en la investigacion con el uso de los recursos disponibles tales como computadoras, computadoras portatiles y proyectores para mejorar las habilidades de lectura y escritura de los estudiantes. El centro de medios se utilizara para imprimir material instructivo para los estudiantes. Se compraran computadoras de escritorio, i-Pads, computadoras sobre ruedas (COW), computadoras portatiles y paneles interactivos para mejorar la ensenanza. Se compraran impresoras para que los maestros proporcionen a los estudiantes recursos basados en la investigacion en formato impreso. 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 Staff Responsible for Monitoring: Administrative Staff Teachers Support Staff Special Ed. Support Team Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 2, 3 Funding Sources: Media - 199 Local funds - 199-12-6399-00-129-Y-99-00-Y - \$300	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 6 Details		Reviews			
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 interactive panels, 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. 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. The nurse will provide health services and treat student injuries and illnesses and provide students, their parents or guardians and staff on health issues. Los maestros de PK a 5.o grado recibiran materiales didacticos, incluidos suministros, bombillas de proyector, pizarras blancas, cartuchos de tinta, marcadores, suscripciones al plan de estudios en linea, recursos de STAAR y equipo de desembolso de capital, incluidos paneles interactivos, computadoras de escritorio, proyectores, computadoras portatiles, camaras de documentos, reproductores de DVD externos Dell y unidades USB con el fin de proporcionar a los profesores y estudiantes los recursos adecuados para mejorar el rendimiento academico de los estudiantes. Se compraran computadoras para complementar la instruccion y garantizar el dominio de todos los TEKS en todos los niveles de grado. Se comprara software para iPads para facilitar la instruccion bilingue especifica. Los suministros generales adicionales incluiran	Formative		Summative		
	Sept	Dec	Mar	May	

suministros para estudiantes (mochilas, lapices de colores, botellas de agua) para usar en el hogar y en el campus. Ademasa, se compra papel para duplicar y toner para proporcionar folletos, hojas de trabajo, tareas y materiales de tutoria adicionales para que los estudiantes amplien el aprendizaje.El campus agregara auriculares de computadora para el laboratorio de computacion de instruccion, salon 202. El campus tambien proporcionara PPE para garantizar la seguridad de la facultad, el personal y los estudiantes. La enfermera brindara servicios de salud y tratara las lesiones y enfermedades de los estudiantes y brindara informacion a los estudiantes, sus padres o tutores y al personal sobre cuestiones de salud.

Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress reports

Summative: STAAR Scores, Report Cards, TPRI/Tejas LEE scores

Staff Responsible for Monitoring: Principal

Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025

Need Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 2, 4
Funding Sources: General supplies - 199 Local funds - 199-11-6399-00-129-Y-11-0-00-Y - \$3,250, Extra duty OT - 199 Local funds - 199-51-6121-47-129-Y-99-0-00-Y - \$50, GENERAL SUPPLIES - Custodians - 199 Local funds - 199-51-6315-00-129-Y-11-0-00-Y - \$3,300, GENERAL SUPPLIES-COPY PAPER - 199 Local funds - 199-11-6399-62-129-Y-11-0-00-Y - \$1,900, GENERAL SUPPLIES - Nurse - 199 Local funds - 199-33-6399-00-129-Y-99-0-00-Y - \$300, General Supplies - 162 State Compensatory - 162-11-6399-00-129-Y-30-000-Y - \$2,500, General Supplies - Ink Toner - 162 State Compensatory - 162-11-6399-62-129-Y-30-0-00-Y - \$2,000, Copy paper - 162 State Compensatory - 162-11-6396-00-129-Y-30-000-Y - \$1,900, GENERAL SUPPLIES - BILINGUAL - 263 Title III-A Bilingual - 263-11-6399-00-129-Y-25-000-Y, General Supplies - 211 Title I-A - 211-11-6399-00-129-Y-30-0F2-Y - \$3,691, Nurse's Supplies - 211 Title I-A - 211-33-6399-00-129-Y-30-0F2-Y - \$500, General Supplies-Ink Toner - 211 Title I-A - 211-11-6399-62-129-Y-30-0F2-Y - \$2,618, Copy Paper - 211 Title I-A - 211-11-6396-00-129-Y-30-0F2-Y - \$2,850



Strategy 7 Details		Reviews		
Strategy 7: Bilingual students will be monitored to ensure that the English language acquisition is taking place through: TELPAS, Stanford; English STAAR, TPRI assessments. ELPS Strategies implemented in the daily lesson taught in order to have Emergent Bilingual students achieve grade level performance. Los estudiantes bilingües serán monitoreados para asegurar que la adquisición del idioma inglés se lleve a cabo a través de: TELPAS, Stanford; Inglés STAAR, evaluaciones TPRI. Estrategias de ELPS implementadas en la lección diaria que se enseña para que los estudiantes bilingües emergentes alcancen el nivel de rendimiento de su grado. Milestone's/Strategy's Expected Results/Impact: Formative: Emergent Bilinguals writing portfolio, Summit K12, Benchmarks Summative: TEPAS scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments Staff Responsible for Monitoring: Administrative Staff Teachers Title I: 2.6 - Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
Strategy 8 Details		Reviews		
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. El progreso de los estudiantes será monitoreado para cumplir o exceder todos los estándares de responsabilidad locales, estatales y federales. Para garantizar un control continuo, los paraprofesionales de Pre-K -2nd ayudarán a los maestros/estudiantes diariamente con las áreas de instrucción básicas para mejorar la instrucción. El campus se asegurará de que los maestros altamente calificados en PK3 y PK4 brinden instrucción basada en la evaluación del modelo CirclePM. Se proporcionarán útiles didácticos y manipulativos para todas las aulas de PK3 y PK4. Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress report 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 Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team Paraprofessionals Population: All students PK-2nd - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2, 3		Formative		Summative
		Sept	Dec	Mar

Strategy 9 Details		Reviews			
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. Los estudiantes desarrollaran habilidades de resolucion de problemas y pensamiento de orden superior basadas en la investigacion para lograr el dominio del nivel de grado a traves de una variedad de tecnicas de instruccion, incluidos programas basados en tecnologia. 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 Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 10 Details		Reviews			
Strategy 10: SPED students will be monitored to ensure appropriate, timely assistance is provided prior to testing (STAAR and TELPAS). Los estudiantes de SPED seran monitoreados para garantizar que se brinde asistencia adecuada y oportuna antes de la prueba (STAAR and TELPAS). Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, progress reports, co-planning sessions Summaive: STAAR Tests (Regular, Accommodated; Modified, Alternate) Staff Responsible for Monitoring: Administrative Team SE Teachers RE Teachers Support Staff Population: All SPED students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 11 Details		Reviews			
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. Los maestros estaran en servicio en el Modelo de Instruccion de Transicion Bilingue para asegurar que el estudiante Bilingue Emergente este adquiriendo el idioma ingles. Los maestros mostraran el tiempo asignado para la instruccion de espanol en los horarios de clase. Milestone's/Strategy's Expected Results/Impact: Formative: Emergent Bilingual student writing portfolios, Summit K12, Benchmarks, progress reports Summative: Telpas scores, STAAR Scores, Meeting ARD Expectations, TPRI/Tejas Lee scores, NRT Assessments Staff Responsible for Monitoring: Campus Administration Teachers Population: All Emergent Bilingual and bilingual students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 12 Details		Reviews			
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 EL students will receive additional supports including graphic organizers, thinking maps, SIOP, word walls, tutorials and dictionaries. El modelo RTI se implementara en los grados K-5 para identificar y ayudar a los estudiantes que tienen dificultades con la lectura para ayudarlos a lograr el trabajo de nivel de grado. Los maestros, consejeros y la administracion ayudaran con el proceso de RTI y brindaran apoyo instructivo segun sea necesario. Los estudiantes de RTI ELL recibiran apoyo adicional, incluidos organizadores graficos, mapas de pensamiento, SIOP, muros de palabras, tutoriales y diccionarios. Milestone's/Strategy's Expected Results/Impact: Formative: Progress reports, BOY/MOY results, benchmarks Summative: Report cards, STAAR scores, TPRI TEJAS LEE scores. Staff Responsible for Monitoring: Administrators, Teachers, counselors Title I: 2.6 - Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 13 Details		Reviews			
Strategy 13: More activities will be added to the extended day program to provide more opportunities for achievement growth in math and science. Se agregaran mas actividades al programa de dia extendido para brindar mas oportunidades de crecimiento en el rendimiento en matematicas y ciencias. Milestone's/Strategy's Expected Results/Impact: Formative: Progress reports, benchmarks Summative: Report Card, STAAR Results Staff Responsible for Monitoring: Principal Teachers Population: All students enrolled in Extended Day program - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 14 Details		Reviews			
Strategy 14: Librarians will organize instructional resources for all teachers and students in all grade levels. Library books will be purchased to provide more literacy opportunities to students. 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. Los bibliotecarios organizaran los recursos de instruccion para todos los maestros y estudiantes en todos los grados. Se compraran estantes de la biblioteca para mantener un sistema consistente para utilizar todos los materiales de la biblioteca. Los paraprofesionales en Biblioteca, EE y PK trabajaran con los maestros para ayudar a atender a los estudiantes identificados como bilingues, en riesgo o con problemas educativos. Milestone's/Strategy's Expected Results/Impact: Formative: CPALL progress monitoring, lesson plans, Summative: Increased scores on Three Cheers and report cards Staff Responsible for Monitoring: Principal Teachers Paraprofessionals Librarians Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 2		Formative		Summative	
		Sept	Dec	Mar	May
					

Strategy 15 Details		Reviews		
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. Estrategias ELPS implementadas en la leccion diaria que se ensena para que los estudiantes bilingues emergentes alcancen el nivel de desempeno de su grado y para implementar mejor esto, se comprara material complementario para apoyar el plan de estudios. Milestone's/Strategy's Expected Results/Impact: Formative: Writing samples, progress reports Summative: Increase the number of bilingual/LEP students moving from Beginner to Intermediate to Advanced/Adv. High Staff Responsible for Monitoring: Administrative Team Teachers Population: All ELL students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				
Strategy 16 Details		Reviews		
Strategy 16: 3rd - 5th grade students will be monitored through benchmarks to help them achieve academic excellence. Teachers will be included in decisions regarding the use and selection of academic assessments. Los estudiantes de tercer a quinto grado seran monitoreados a traves de puntos de referencia para ayudarlos a alcanzar la excelencia academica. Los maestros seran incluidos en las decisiones sobre el uso y la seleccion de evaluaciones academicas. Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs, lesson plans, progress reports Summative: STAAR Results Staff Responsible for Monitoring: Teacher Principal Population: All students 3rd-5th Grade students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				

Strategy 17 Details		Reviews			
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. Se proporcionaran sustitutos para que los maestros de LPAC se reunan y actualicen la informacion de LPAC en consecuencia. Tambien se proporcionaran sustitutos para la reagrupacion STAAR de estudiantes bilingues. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, walk-throughs, progress reports Summative: Report cards Staff Responsible for Monitoring: School administration LPAC Chairperson Teachers Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 18 Details		Reviews			
Strategy 18: 5th grade students will visit Lucio MS. Los estudiantes de 5to grado visitaran Lucio MS. Milestone's/Strategy's Expected Results/Impact: Formative: Meeting agenda, transportation requests Summative: Parent evaluation Staff Responsible for Monitoring: Campus administration Counselors Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 19 Details		Reviews			
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. La enfermera de la escuela brindara servicios de salud a todos los estudiantes segun sea necesario para promover la buena salud en el campus. La enfermera tambien coordinara los exámenes de salud para los estudiantes y el personal. Milestone's/Strategy's Expected Results/Impact: Formative: Meeting agenda, Health screening flyers and emails Summative: Campus attendance rate, health screening results Staff Responsible for Monitoring: Campus administration Counselors Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Student Learning 2 Funding Sources: Supplies for Nurse - 211 Title I-A - 211-33-6399-00-129-Y-30-0F2-Y - \$500	Formative		Summative		
	Sept	Dec	Mar	May	
					

Strategy 20 Details		Reviews			
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. El campus proporcionara incentivos, estipendios y acceso a desarrollo profesional de alta calidad durante todo el ano escolar para atraer maestros altamente calificados. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, walk-throughs, progress reports Summative: Report cards Staff Responsible for Monitoring: Administrators Teachers Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 21 Details		Reviews			
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. El plantel tendra como objetivo la mejora en lectura y escritura de ELA para mejorar el rendimiento de los estudiantes. Las estrategias de instruccion dirigidas incluiran la mejora de la fluidez supervisada, la instruccion basada en novelas en los grados superiores, el uso de diarios en todas las materias y niveles de grado para mejorar las habilidades de escritura y el uso de estrategias de "estructuras de texto" para garantizar la mejora de la lectura en todas las evaluaciones. Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, student progress reports, mid-point and end-point assessments, benchmarks Summative: Report cards, TPRI/TEJAS LEE scores, STAAR scores Staff Responsible for Monitoring: Principal Grade Level Leaders Teachers Population: TI; MI; Emergent Bilinguals; AR; DYS, GT students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Demographics	
Need Statement 1: Del Castillo-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.	

Demographics	
Need Statement 2: Del Castillo-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.	Data Analysis/Root Cause: Analysis of data indicates that At-Risk students require additional support through RTI and tiered groupings.
Need Statement 3: Del Castillo-Morningside needs to increase enrollment from PK3 through 5th grade. Data Analysis/Root Cause: Data analysis reveals that the enrollment has decreased throughout the years.	Data Analysis/Root Cause: Data analysis reveals that the enrollment has decreased throughout the years.
Student Learning	
Need Statement 1: Del Castillo-Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading language arts, math, 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.	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: Del Castillo-Morningside needs to provide supplemental instructional materials and general instructional supplies, including library books 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.	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: Del Castillo-Morningside needs up to date technology, including interactive panels, 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.	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 4: All ELL students need differentiated instruction to close educational learning gaps. Data Analysis/Root Cause: Data analysis indicates that ELL students score below grade level in the areas of reading and writing.	Data Analysis/Root Cause: Data analysis indicates that ELL students score below grade level in the areas of reading and writing.
School Processes & Programs	
Need Statement 1: Del Castillo-Morningside needs increased accessibility to computers for all students for instructional technology for use with campus and District instructional technology programs. Data Analysis/Root Cause: Many platforms such as benchmarks and TELPAS require computers, ideally in a computer lab setting.	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.	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.	Data Analysis/Root Cause: Teacher survey indicate high campus morale.
Perceptions	
Need Statement 1: Del Castillo-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.	Data Analysis/Root Cause: Parent surveys indicate positive feedback on parent meetings.
Need Statement 2: Del Castillo-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.	Data Analysis/Root Cause: Teacher surveys indicate high morale and positive responses to rewards for students.
Need Statement 4: Del Castillo-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.	Data Analysis/Root Cause: Teacher and parent surveys indicate positive responses to community events and positive campus climate.

Goal 1: Del Castillo-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.
Los estudiantes de Del Castillo-Morningside recibirán oportunidades educativas que producirán graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes.

Performance Objective 2: Del Castillo-Morningside early childhood performance will increase by 5 percentage points over end-of-year 2024 results.
El rendimiento de la primera infancia de Morningside aumentará en 5 puntos porcentuales con respecto a los resultados de fin de año de 2024.

Evaluation Data Sources: TPRI, Tejas Lee, CPALLS, and Three Cheers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Del Castillo-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. Del Castillo-Morningside proporcionara un programa de PK de 3 anos para aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes. Los estudiantes de PK de 3 anos asistiran a la escuela todo el dia. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PALLS Test results, Walkthroughs, Lesson Plans Summative: EOY C-PALLS results, student final progress reports/report cards Staff Responsible for Monitoring: TI-A Three-Year-Old Program Staff Principal Population: PK 3 year old students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative			Summative
		Sept	Dec	Mar	May
					

Strategy 2 Details		Reviews			
Strategy 2: BISD will support Early Childhood Education in order to increase early literacy and student school readiness. *Full Day open for all students BISD apoyara la educacion de la primera infancia para aumentar la alfabetizacion temprana y el aprestamiento escolar de los estudiantes. Se implementaran las siguientes opciones para programas de alta calidad para estudiantes de 3 anos de edad: *Dia completo accesible para todos los estudiantes (supports Board Goal #1 priority) Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY C-PALLS Test results, Walkthroughs, Lesson Plans Summative: EOY C-PALLS student final progress reports/report cards Staff Responsible for Monitoring: Principal Assistant Principal PK Teacher Population: PK Students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative			Summative
		Sept	Dec	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Del Castillo-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.
Los estudiantes de Del Castillo-Morningside recibirán oportunidades educativas que producirán graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes.

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 60% will be at Meets Grade Level for all STAAR assessments in 2024-2025.
El 80 % de los estudiantes migrantes estarán al nivel de grado dentro de 2 años y el 60 % estará al nivel de grado para todas las evaluaciones STAAR en 2024-2025.

Evaluation Data Sources: STAAR Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	May
				

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.
Los estudiantes migrantes de PFS recibirán servicios de apoyo antes que otros estudiantes migrantes para asegurar que los requisitos delineados por NCLB Se aborda la Sección 1304(d).

Milestone's/Strategy's Expected Results/Impact: Formative:Completed
PFS Monitoring Tool
Summative: Increased student performance, STAAR

Staff Responsible for Monitoring: Campus Administrators

Population: PFS students - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025

Strategy 2 Details		Reviews			
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. Los resultados de STAAR de 3ro a 5to grado de los estudiantes migrantes seran revisados para asegurar una ubicacion precisa en el oportunidades de remediacion de la evaluacion estatal actual durante el ano escolar regular y la escuela de verano. Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY results, Benchmarks Summative: Increased promotion rates, STAAR Results , EOY results Staff Responsible for Monitoring: Campus Administration Counselors Population: PFS students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 3 Details		Reviews			
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. Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY, Six Weeks Grades, Benchmarks Summative: Increase promotion rates & test performance Staff Responsible for Monitoring: Campus Admin Classroom Teacher Migrant Funded: Teacher Population: Migrant and PFS students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 1: Del Castillo-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.
Los estudiantes de Del Castillo-Morningside recibirán oportunidades educativas que producirán graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes.

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 5% over 2023-2024 participation.
Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanza en Matematicas, Ciencias, Estudios Sociales, ELA y Bellas Artes en un 5 % con respecto a la participacion en 2023-2024.

Evaluation Data Sources: Campus, District, Regional and state competition participation numbers

Strategy 1 Details		Reviews		
Strategy 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. Actividad de Arte: Los maestros del salon de clases y el maestro de Bellas Artes mejoraran el arte en todas las areas de contenido en base a temas mensuales y/o de temporada. Los estudiantes estaran expuestos a la teoria, los fundamentos y las tecnicas del arte correspondientes a su nivel de grado para mejorar la apreciacion del arte. Milestone's/Strategy's Expected Results/Impact: Student products (art/class work) Results of District sponsored Art events Staff Responsible for Monitoring: Campus administration Teachers Students Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Sept	Formative	Summative
			Dec	Mar
				May
Strategy 2 Details		Reviews		
Strategy 2: PK-5th grade students will be able to participate in Extended Day Fine Arts activities at Del Castillo-Morningside Elementary. Los estudiantes de PK-5to grado podran participar en actividades de Bellas Artes de Dia Extendido en la Escuela Primaria Del Castillo-Morningside. Milestone's/Strategy's Expected Results/Impact: Extended Day Attendance Records Staff Responsible for Monitoring: Campus Administration Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Sept	Formative	Summative
			Dec	Mar
				May

Strategy 3 Details		Reviews			
Strategy 3: All students will participate in an Elementary Music Class weekly at Del Castillo-Morningside. Todos los estudiantes participaran semanalmente en una clase de musica elemental en Del Castillo-Morningside. Milestone's/Strategy's Expected Results/Impact: Campus performances Staff Responsible for Monitoring: Campus Administration Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 4 Details		Reviews			
Strategy 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. Los estudiantes de 3.o a 5.o grado tendran la oportunidad de participar y competir en UIL (incluyendo Musica, Memoria y Arte), Feria de Ciencias del Distrito y Brainsville. Milestone's/Strategy's Expected Results/Impact: UIL, Science Fair, and Brainsville results Staff Responsible for Monitoring: UIL coaches, campus teachers grades 3-5, music teacher Population: 4th and 5th grade students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 5 Details		Reviews			
Strategy 5: 5th grade students will have an opportunity to participate in the Fifth Grade Honor Choir. Los estudiantes de 5to grado tendran la oportunidad de participar en el Coro de Honor de Quinto Grado. Milestone's/Strategy's Expected Results/Impact: Attendance for practice sessions Staff Responsible for Monitoring: Campus Music Teacher Population: 5th grade students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 6 Details		Reviews			
Strategy 6: K-5th grade teachers will implement a structured theatre arts curriculum. Los maestros de K-5to grado implementaran un curriculo estructurado de artes teatrales. Milestone's/Strategy's Expected Results/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
		0% No Progress 100% Accomplished  Continue/Modify  Discontinue			

Goal 2: 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. Los educadores se mantendrán al día con el desarrollo de técnicas creativas e innovadoras en la instrucción y la administración utilizando esas técnicas según corresponda para mejorar el aprendizaje de los estudiantes. (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. El desarrollo profesional relacionado con lo académico mejorará la eficacia de los maestros al proporcionar instrucción centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educación especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento académico y la participación, como lo demuestran las observaciones en el aula.

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

Strategy 1 Details		Reviews			
		Formative			Summative
		Sept	Dec	Mar	May
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. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas 1) Brindar a los maestros/administración del campus oportunidades de desarrollo profesional para mejorar la implementación de estrategias educativas que incluyen: Dislexia/504, Respuesta a la intervención (RtI), instrucción protegida (SIOP), instrucción diferenciada, marco de instrucción común (CIF), estrategia cognitiva de comprensión de lectura rutinas, protocolos de la Iniciativa de Alfabetización de Texas que incluyen habilidades de lenguaje oral que aumentan la competencia en escuchar/hablar y leer/escribir en todas las áreas de contenido. Población: Todos los maestros que enseñan contenido básico y educación especial, dislexia, pre-AP/AP, CTE y otras áreas académicas 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. 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 Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Lead Teachers Population: All teachers of TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 Funding Sources: Substitutes - 199 Local funds - 199-11-6112-18-129-Y-99-000- - \$3,050, Substitutes - 162 State Compensatory - 162-11-6112-18-129-Y-30-0KY-Y - \$2,475					

Strategy 2 Details		Reviews			
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. 2) Desarrollar comunidades de aprendizaje profesional en línea que se basen tanto en el contenido como en la pedagogía. Esta colaboración formal entre colegas servirá para desarrollar la capacidad de instrucción a partir del nivel del salón de clases individual. 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 Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, IOWA, NRT Staff Responsible for Monitoring: Principal, Asst. Principal, C&I Administrators Specialists/ District Lead Teachers Dept. Chairs & Campus Lead Teachers or Trainer of Trainers Population: All campus stakeholders - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 3 Details		Reviews			
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. 3) Fortalecer la eficiencia y eficacia del Programa para Dotados y Talentosos a través de la capacitación básica y continua requerida, así como sesiones específicas de desarrollo profesional sobre currículo diferenciado y evaluación en relación con las metas anuales del programa. Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points. Staff Responsible for Monitoring: Principal Assistant Principal Specialists GL Lead Teachers Population: All GT teachers and students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					

Strategy 4 Details		Reviews			
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. 5) Proporcionar a los maestros capacitacion para recursos seleccionados para implementar adecuadamente la iniciativa de Ciencias, Tecnologia, Ingenieria y Matematicas de Sharon Wells del distrito K-5. Milestone's/Strategy's Expected Results/Impact: Formative: PDS session evaluations, benchmark scores, Sharon Wells 6 weeks tests, progress reports Summative: STAAR scores, Reports cards Staff Responsible for Monitoring: Principal Assistant Principal Specialists GL Math and Science Teachers Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: 5) Del Castillo-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. 5) Los maestros de Del Castillo-Morningside participaran en conferencias de alfabetizacion regionales y/o distritales con el fin de enfocarse en areas de mejora y brindar capacitacion integral para instruccion explicita, diseno de lecciones, organizacion del aula y resúmenes de entrega de la informacion durante los días de desarrollo del personal del distrito. 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 Summative: STAAR scores, TPRI/Tejas Lee, CIRCLE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments Staff Responsible for Monitoring: Principal Curriculum Specialist Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 6 Details		Reviews			
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) El personal del campus y las partes interesadas asistirán a las oportunidades en las conferencias nacionales, estatales, regionales y del distrito para participar en oportunidades de desarrollo profesional basadas en la investigación que respaldarán las estrategias de reforma transformadora efectivas, las mejores practicas y el aprendizaje de los estudiantes. (Titulo I-A y Titulo II-A) 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 Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, Three Cheers, and Staff Responsible for Monitoring: Principal Assistant Principal Population: All PK-5th grade teachers - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 7 Details		Reviews			
Strategy 7: List of District technology training opportunities at all Grade Level Meetings. Additionally, technology training opportunities will be available on campus (with District approval). List of District technology training opportunities at all Grade Level Meetings. Additionally, technology training opportunities will be available on campus (with District approval). Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, LPs, Curriculum feedback/walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/Evaluation summative reports, +5% improvement on State Assessments including STAAR, TPRI/TEJAS LEE, CIRCLE PM, IOWA, and other NRT assessment results Staff Responsible for Monitoring: -Campus Administration Population: All PK3-5th grade teachers - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Del Castillo-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.

Student Learning

Need Statement 1: Del Castillo-Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading language arts, math, 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.

School Processes & Programs

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.

Goal 2: 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. Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (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. Lista de oportunidades de capacitacion en tecnologia del distrito en todas las reuniones de nivel de grado. Ademas, habra oportunidades de capacitacion en tecnologia disponibles en el campus (con la aprobacion del Distrito).

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

Strategy 1 Details		Reviews		
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. Todos los maestros, administradores y consejeros completaran una capacitacion de atencion informada sobre traumas de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo academico y emocional. (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: End of year reports Staff Responsible for Monitoring: Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				
		 Continue/Modify		
		 Accomplished		
		 No Progress		
		 Discontinue		

Goal 3: Through enhanced dropout prevention efforts, all Del Castillo-Morningside students will remain in school throughout the school year.
A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes de Del Castillo-Morningside permaneceran en la escuela durante todo el ano escolar.

Performance Objective 1: Increase the overall attendance rate on campus by 5 -10% over prior year attendance.
Aumentar la tasa de asistencia general en el campus en un 5-10 % con respecto a la asistencia del ano anterior.

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

Strategy 1 Details		Reviews		
Strategy 1: Del Castillo-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. La Escuela Primaria Del Castillo-Morningside abordara la meta de la tasa de asistencia del campus del 98 % al proporcionar un plan que incluye procedimientos, roles y responsabilidades del personal que trabaja en la asistencia al campus para garantizar actualizaciones diarias de la asistencia. 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 Staff Responsible for Monitoring: Campus Administration Teachers Counselors Attendance Liaison Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				
Strategy 2 Details		Reviews		
Strategy 2: Assistance in the planning and execution of the overall health program at Del Castillo-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. 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 Staff Responsible for Monitoring: Campus Nurse School administration Counselors Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				

Strategy 3 Details		Reviews			
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. Las recompensas por el rendimiento y la asistencia de los estudiantes se otorgaran durante todo el ano para promover resultados educativos positivos. Se compraran cintas y trofeos para los logros de los estudiantes. Los estudiantes que hayan alcanzado las metas de asistencia seran elegibles para excursiones educativas. Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: School Processes & Programs 4, 5, 6 Funding Sources: Instructional Field Trips - 199 Local funds - 199-11-64-12-00-129-Y-11-0-00-Y - \$3,000		Formative		Summative	
		Sept	Dec	Mar	May
					
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 4: Del Castillo-Morningside administration needs to discuss instructional strategies and progress, along with campus initiatives, and health and safety of all students 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. This includes health and safety procedures. 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: Del Castillo-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.

Goal 3: Through enhanced dropout prevention efforts, all Del Castillo-Morningside students will remain in school throughout the school year. A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes de Del Castillo-Morningside permaneceran en la escuela durante todo el ano escolar.

Performance Objective 2: Del Castillo-Morningside will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10% over the 2023-2024 results. Morningside desarrollara estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10 % con respecto a los resultados de 2023-2024.

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

Strategy 1 Details		Reviews		
Strategy 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. Se proporcionara instruccion acelerada en el plan de estudios basico durante programas de tutoria de dia, semana y/o ano extendidos para mejorar el rendimiento de los estudiantes en riesgo y disminuir la tasa de retencion. Se compraran materiales didacticos y libros segun sea necesario. 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 Summative: STAAR results, Retention Rate Staff Responsible for Monitoring: Campus Administrators Tutorial Teachers Title I: 2.5, 2.6 - Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				

Strategy 2 Details		Reviews			
Strategy 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. Brindar capacitación al personal de la escuela sobre la identificación de jóvenes sin hogar y no acompañados durante el proceso de inscripción para garantizar que se utilicen técnicas de sensibilidad, que los procedimientos de inscripción no creen barreras y que los estudiantes y las familias sean dirigidos al Proyecto de jóvenes sin hogar para una mayor admisión. Milestone's/Strategy's Expected Results/Impact: Formative: Evaluation Report, ERO Session, Attendance Report Summative: STAAR, Attendance Rate, and Retention Rate Staff Responsible for Monitoring: Campus Administration Teachers Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 3 Details		Reviews			
Strategy 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. Asegurese de que nuestro campus cuente con un proceso para identificar a los estudiantes sin hogar a fin de recibir todas las protecciones de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener éxito en la escuela. 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 Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 4 Details		Reviews			
Strategy 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. Promover la conciencia en todo el campus sobre la disponibilidad de servicios relacionados con personas sin hogar dentro de BISD y agencias comunitarias para satisfacer las necesidades académicas, sociales, emocionales y físicas de los jóvenes sin hogar y no acompañados identificados. Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, benchmark reports Summative: STAARS, Attendance Rates, Retention Rate Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 5 Details		Reviews			
Strategy 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. Implementar una despensa y un armario de alimentos en el campus para proporcionar a los jóvenes sin hogar y no acompañados identificados alimentos, productos de higiene, útiles escolares y ropa según sea necesario para satisfacer sus necesidades académicas, sociales, emocionales y físicas. Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					

Strategy 6 Details		Reviews			
Strategy 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.) Asegurarse de que el campus tenga un proceso establecido para permitir que los estudiantes se inscriban en la escuela de inmediato, incluso si carecen de la documentacion que normalmente se requiere para la inscripcion; como registros escolares anteriores, registros medicos o de vacunacion, prueba de residencia, certificado de nacimiento, prueba de tutela u otros documentos. (Los terminos inscribirse y "inscripcion" incluyen asistir a clases y participar plenamente en las actividades escolares). 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 Staff Responsible for Monitoring: Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 7 Details		Reviews			
Strategy 7: The PK-3 and PK-4 program will be provided the full day in order to better prepare qualified students academically. Instructional materials will be provided and updated as necessary to meet instructional needs. El programa PK-3 y PK-4 se brindara el dia completo para preparar mejor academicamente a los estudiantes calificados. Los materiales de instruccion se proporcionaran y actualizaran segun sea necesario para satisfacer las necesidades de instruccion. Milestone's/Strategy's Expected Results/Impact: Formative: CPALLS (Beginning of Year, Middle of Year) and teacher observations, student progress report Summative: Three Cheers (EOY), C-PALLS Staff Responsible for Monitoring: Campus Administration PK Teachers Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 8 Details		Reviews			
Strategy 8: 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. Un maestro de dislexia supervisara el programa para complementar el Programa de dislexia y brindara intervenciones de lenguaje y alfabetizacion para mejorar el rendimiento estudiantil, la asistencia y reducir la tasa de retencion. Milestone's/Strategy's Expected Results/Impact: Formative: Student report cards, lesson plans, benchmark scores, classroom observations Summative: STAAR Staff Responsible for Monitoring: Campus Administration, Administrator for Special Services, Dyslexia Teacher Population: Dyslexia students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 9 Details		Reviews			
Strategy 9: Critical Success Factors CSF 1, CSF 2, CSF 4 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. To ensure continuing quality of instruction, administrators and teachers will attend PD conferences. Factores criticos del exito LCR 1, LCR 2, LCR 4 Los maestros de PK-5 implementaran practicas de ensenanza efectivas y basadas en investigaciones para desarrollar las habilidades de lectura/escritura de los estudiantes y para que los maestros se mantengan al tanto de los nuevos desarrollos. Para garantizar la calidad continua de la instruccion, los administradores y maestros asistiran a las conferencias de PD. Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, ERO Session Attendance Report, lesson plans, classroom observations Summative: STAAR Staff Responsible for Monitoring: Campus Administrators Teachers Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 3: Through enhanced dropout prevention efforts, all Del Castillo-Morningside students will remain in school throughout the school year. A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes de Del Castillo-Morningside permaneceran en la escuela durante todo el ano escolar.

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. Implementar un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia y el exito del estudiante en su totalidad.

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. CATCH and SHAC meetings and reports.

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide a series of health presentations to promote wellness and improve attendance throughout all grade levels. La escuela brindara una serie de presentaciones de salud para promover el bienestar y mejorar la asistencia en todos los grados. 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 Staff Responsible for Monitoring: -Campus nurse -Campus administration Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
		 Continue/Modify		 Discontinue	

Goal 4: Technology will be implemented and used at Del Castillo-Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan. La tecnologia se implementara y utilizara en Del Castillo-Morningside para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD. (TEA Chapter 4, Obj. 10)

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data from 2023-2024. (Future Ready Curriculum, Instruction, and Assessment) Instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en Las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario, aumentaran en comparacion con datos comparables del 2023-2024. (Plan de estudios, instruccion y evaluacion de Future Ready)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	May
Strategy 1: Del Castillo-Morningside will increase the accessibility for all students in technology based instruction across all subject areas by updating software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses. Del Castillo-Morningside aumentara la accesibilidad para todos los estudiantes en la instruccion basada en tecnologia en todas las areas tematicas mediante la actualizacion de software y plataformas que incluyen Schoology, Microsoft, Google y Apple, y hardware en la escuela. Milestone's/Strategy's Expected Results/Impact: Formative Results: - Improved connectivity of wired and wireless devices. - Improved fidelity of software use Summative Impact: - Electronic portfolios - LMS progress reports Staff Responsible for Monitoring: Campus Administrators Teachers Population: All Students - Start Date: August 12, 2024 - End Date: May 30, 2025				

Strategy 2 Details		Reviews			
		Formative			Summative
		Sept	Dec	Mar	May
					
Strategy 2: Computers, tablets, laptops, iPads, document cameras, cricuts, 75" panels/ PC Modules, printers, toner, scanners, charging carts, and software licenses will be purchased and used to assist teachers and students to supplement lessons in order to achieve success in state assessments. Supplemental instructional materials to provide and support the curriculum and ensure differentiated instruction will require the use of 75" PANELS/PC Module to deliver effective instruction to the entire class and Google classrooms. Teachers will be able to deliver TEKS based instruction in the classroom in the form of direct instruction, group instruction, and multimedia presentations. Computadoras, tabletas, computadoras portatiles, proyectores, bombillas de proyector, camaras de documentos, cricuts, paneles de 75"/modulos de PC, y las licencias de software se compraran y usaran para ayudar a los maestros y estudiantes a complementar las lecciones. Los materiales didacticos complementarios para proporcionar y respaldar el plan de estudios y garantizar una instruccion diferenciada requeriran el uso de PANELES/Modulo de PC de 75" para impartir una instruccion eficaz a toda la clase y a las aulas de Google. Los maestros podran impartir instruccion basada en TEKS en el aula en el forma de instruccion directa, instruccion en grupo y presentaciones multimedia. Milestone's/Strategy's Expected Results/Impact: Formative: Projector Purchase Order, Installation schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Technology Support Teacher, Classroom teachers TEA Priorities: Build a foundation of reading and math - Population: TI, EB, AR, Sp.Ed., GT, DYS - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 2, 3 Funding Sources: Toner - 199 Local funds - 199-11-6399-62-129-Y-11-000Y - \$2,000, Technology Administration - 199 Local funds - 199-23-6399-65-129-Y-11-000-Y - \$6,500, Chromebooks - 162 State Compensatory - 162-11-6394-62-129 - \$14,250, Laptops and Chromebooks - 211 Title I-A - \$67,828, Laptops - 162 State Compensatory - 162-11-6398-62-XXX-Y-30-000-Y - \$37,050, Interactive Computer Panels - 211 Title I-A - \$17,398					

Strategy 3 Details		Reviews			
Strategy 3: 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, Stemscores, Legends of Learning, and Google Classroom. 1) Integrar la tecnologia a nuestras aulas de PK-5to grado ayudara a los maestros a implementar mejor su alcance y secuencia en sus planes de lecciones para que los estudiantes cumplir con las expectativas de su nivel de grado. Se proporcionara instruccion basada en TECH para reforzar las habilidades de los estudiantes. Los sitios web educativos incluiran SeeSaw, Stemscores, Legends of Learning, y Google Classroom. Milestone's/Strategy's Expected Results/Impact: Pre/Post Testing, STAAR Scores, Meeting ARD Expectations. Staff Responsible for Monitoring: Administrative Staff, Technology Teacher, Teachers, District Computer Specialists Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 4 Details		Reviews			
Strategy 4: Critical Success Factors CSF 1 2) Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. 2) A los estudiantes se les enseñara TEKS de tecnologia usando una computadora y/o Internet segun corresponda al nivel de grado durante todo el ano. Los estudiantes aplicaran estrategias de alfabetizacion informatica para ayudar con las pruebas en linea. Milestone's/Strategy's Expected Results/Impact: project grades and presentations, Improved student technology skills Staff Responsible for Monitoring: Principal, Assistant Principal, Consultants, Teacher Population: TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					

Strategy 5 Details		Reviews			
Strategy 5: 3) The Students & Teachers will access and use Internet Databases. Students will be able to increase technology research media. 3) Los estudiantes y maestros accederan y utilizaran bases de datos de Internet . Los estudiantes podran aumentar los medios de investigacion de tecnologia. Milestone's/Strategy's Expected Results/Impact: Project grades, Improved student technology skills & STAAR scores Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Population: All teachers and TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 6 Details		Reviews			
Strategy 6: 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. 4) El Departamento de Tecnologia Educativa junto con el campus ofrecera oportunidades de tecnologia de desarrollo profesional. Los maestros proporcionaran a los estudiantes modulos de tecnologia educativa para enriquecer la comprension basada en contenido visual y de audio. Milestone's/Strategy's Expected Results/Impact: Increase technology skills for the teachers and lesson Staff Responsible for Monitoring: Staff, Technology Dept. TST Administration Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 7 Details		Reviews			
Strategy 7: 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. 5) Los maestros integraran la tecnologia en sus ofertas curriculares segun corresponda a su nivel de grado durante todo el ano. Milestone's/Strategy's Expected Results/Impact: Increase Teacher documentation of technology integration into the curriculum as evident in classroom walkthroughs Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers. Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 8 Details		Reviews			
Strategy 8: 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. 6) Laboratorio de Computacion: Todos los estudiantes de pre-kinder a 5to grado seran programados para el laboratorio de computacion para aumentar su conocimiento y uso de las habilidades informaticas. Ademas, los estudiantes trabajaran en estaciones de computacion en programas que aumentaran sus habilidades de lectura y matematicas para ayudarlos a aumentar su nivel de rendimiento academico y mejorar su capacidad para producir proyectos generados por computadora. Milestone's/Strategy's Expected Results/Impact: 10% increase on STAAR scores EOY grades walkthroughs Staff Responsible for Monitoring: Principal Asst Principal Teachers Support Staff Population: All teachers and TI; MI; Emergent Bilinguals; SPED; AR; GT; DYS students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					
Strategy 9 Details		Reviews			
Strategy 9: 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. 7) TST proporcionara instruccion a los estudiantes y maestros, segun sea necesario, en programas de computadora y software para aumentar la integracion de tecnologia en la instruccion en el aula. Milestone's/Strategy's Expected Results/Impact: EOY Grades STaR Chart PDAS Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Librarian Support Staff Population: Campus TST, teachers and all students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative		
	Sept	Dec	Mar	May	
					

0%

No Progress

100%

Accomplished

Continue/Modify

Continue/Modify

Discontinue

Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Del Castillo-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.
Student Learning
Need Statement 2: Del Castillo-Morningside needs to provide supplemental instructional materials and general instructional supplies, including library books 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: Del Castillo-Morningside needs up to date technology, including interactive panels, 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.

Goal 4: Technology will be implemented and used at Del Castillo-Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan. La tecnología se implementará y utilizará en Del Castillo-Morningside para aumentar la eficacia del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración. (Plan de acción de tecnología preparada para el futuro de BISD. (TEA Chapter 4, Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared from the 2023-2024, leveraging human capital in personalized learning.

Future Ready Use of Space and Time

Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del día, desde el hogar, la escuela y/o la comunidad, así como también brindar información auténtica.

pasantías de estudiantes integrados en el trabajo en aeroespacial, robótica, codificación y tecnología en comparación del 2023-2024, aprovechando el capital humano en el aprendizaje personalizado.

Uso futuro listo del espacio y el tiempo

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details		Reviews		
Strategy 1: The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will offer options to learn any time of day, from home, school and/or community. El campus encontrará innovadores y usuarios pioneros entre administradores, estudiantes y personal para implementar aprendizaje personalizado que fomentará el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y el aprendizaje sistemas de gestión que ofrecerán opciones para aprender en cualquier momento del día, desde el hogar, la escuela y/o la comunidad. Milestone's/Strategy's Expected Results/Impact: Formative: Instructional Observations and Progress Monitoring reports Summative: Decreased gaps on benchmark and state assessments Staff Responsible for Monitoring: Campus Administrators Population: All PK-5th Grade Students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				
		 No Progress		
		 Accomplished		
		 Continue/Modify		
		 Discontinue		

Goal 4: Technology will be implemented and used at Del Castillo-Morningside to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan. La tecnología se implementará y utilizará en Del Castillo-Morningside para aumentar la eficacia del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración. (Plan de acción de tecnología preparada para el futuro de BISD. (TEA Chapter 4, Obj. 10)

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels. Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el éxito de la implementación del plan para respaldar la combinación de aprendizaje en todos los grados.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details		Reviews			
Strategy 1: 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. In addition technology instruction will support students to increase standardized testing scores in reading language arts, math, and science to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Los maestros integraran la tecnología en sus ofertas curriculares segun corresponda a su nivel de grado a lo largo el ano. Los estudiantes estaran expuestos a modulos de instruccion para aumentar la comprension en varias areas de contenido. Ademas la instruccion tecnologica ayudara a los estudiantes a aumentar los puntajes de las pruebas estandarizadas en lectura, artes del lenguaje, matematicas y ciencias para un minimo de 90% de dominio y aumentar el dominio del ingles entre los estudiantes con dominio limitado del ingles a un minimo de 70% de dominio del ingles Milestone's/Strategy's Expected Results/Impact: Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Technology Support Teacher, Classroom teachers Population: TI, EB, AR, Sp.Ed., GT, DYS - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	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)
 Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 1: Del Castillo-Morningside Elementary School will maintain a safe and disciplined environment conducive to student learning. La Escuela Primaria Del Castillo-Morningside mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.

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		
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 1) Desarrollo del personal: El personal y los estudiantes seran capacitados en metodos efectivos de resolucion de conflictos, prevencion de violencia/ drogas y educacion del caracter; asegurar que los derechos de los estudiantes y el debido proceso se brinden para tener un ambiente seguro y disciplinado que conduzca al aprendizaje de los estudiantes. El personal recibira capacitacion sobre intervencion en crisis, violencia/resolucion de conflictos, prevencion del acoso, acoso cibernetico y seguridad; signos de abuso infantil; Respuesta a la Intervencion (RtI); tendencias recientes de drogas Concienciacion sobre los juegos peligrosos que juegan los ninos Milestone's/Strategy's Expected Results/Impact: Walkthroughs Discipline Strategies Counselor Topic Presentations District Crisis, Discipline Referrals Staff Responsible for Monitoring: Administrative Team Counselors Students Teachers Support Staff Special Ed. Support Team Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 2 Funding Sources: Counselor's Supplies - 211 Title I-A - 2111-31-6399-00-129-Y-30-0F2-Y - \$500				
		Sept	Dec	Mar
				
		Summative May		

Strategy 2 Details		Reviews			
Strategy 2: Critical Success Factors CSF 4 2) Students will receive positive reinforcements throughout the school year. Academic field trips will scheduled by grade level to promote student achievement, good behavior, and attendance. 2) Los estudiantes recibirán refuerzos positivos a lo largo del ano escolar. Las excursiones academicas se programaran por nivel de grado para promover el rendimiento estudiantil, el buen comportamiento y la asistencia. Milestone's/Strategy's Expected Results/Impact: Average Daily Attendance Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Counselors Parent Liaison Data Entry Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 6 Funding Sources: reclassified transportation - 199 Local funds - 199-11-6494-00-129-Y-11-0-00-Y - \$4,250, General Supplies for Counselors - 211 Title I-A - 211-11-6399-00-129-Y30-0F2 - \$500		Formative		Summative	
		Sept	Dec	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Critical Success Factors CSF 4 3) Students will be rewarded for good attendance and achievement. 3) Los estudiantes seran recompensados por su buena asistencia y logros. Milestone's/Strategy's Expected Results/Impact: Average Daily Attendance Staff Responsible for Monitoring: Campus Administrators Teachers Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 6 Funding Sources: Misc. Operating Costs/Awards - 199 Local funds - 199-13-6499-53-129-Y-99-0-00-Y - \$2,800		Formative		Summative	
		Sept	Dec	Mar	May

Strategy 4 Details		Reviews			
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. 4) A los estudiantes de Pre-Kinder a 5.o grado y a los padres se les entregara el Acuerdo entre la escuela y los padres y se les entregara elCodigo de conducta del estudiante (SCC) y se les informara que esta en el sitio web para garantizar que todos los estudiantes reciban el debido proceso y sus derechos. Milestone's/Strategy's Expected Results/Impact: 100% Compact Receipt Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Parent Liaison Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 5 Details		Reviews			
Strategy 5: 5) Teachers will implement positive discipline management strategies to decrease the number of discipline referrals. 5) Los maestros implementaran estrategias positivas de manejo de disciplina para disminuir el numero de referencias disciplinarias. Milestone's/Strategy's Expected Results/Impact: Discipline referrals to administration Staff Responsible for Monitoring: Administrative Team Teachers Support Staff Special Ed. Support Team Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					

Strategy 6 Details		Reviews			
Strategy 6: 6) Del Castillo-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 6) Del Castillo-Morningside implementara un EOP: EOP sera de naturaleza multirriesgo Sera revisado y actualizado anualmente Habrá 3 cierres; Refugio en el lugar, Evacuacion inversa, Evacuacion Drop & Cover Milestone's/Strategy's Expected Results/Impact: EOP Evaluations Staff Responsible for Monitoring: Administration Faculty BISD Police & Security Population: All campus staff and students - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 7 Details		Reviews			
Strategy 7: 7) The campus must have an identification security system. All faculty 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. 7) El plantel debera contar con un sistema de identificacion de seguridad. Todo el personal docente debe obtener y mostrar una tarjeta de identificacion mientras se encuentre en los terrenos de la escuela. Se instalara una valla de seguridad para garantizar la seguridad del campus. Los visitantes deben presentar una identificacion al registrarse y Acompañado en todo momento. Milestone's/Strategy's Expected Results/Impact: Evaluation Sheets Staff Responsible for Monitoring: Administrators, Principals & Assistant Principal, Faculty and BISD Police Security Population: Campus faculty, staff, parents, and community - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					

Strategy 8 Details		Reviews			
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. 8) Las presentaciones para padres se realizaran periodicamente en los campus a traves de reuniones de padres: Conciencia de pandillas Acoso Seguridad de Internet Drogas, Alcohol y Tabaco Conciencia ausentismo EOP-Procedimientos de seguridad educar a los padres para que sean capaces de reconocer los signos y sintomas relacionados con determinadas infracciones. Milestone's/Strategy's Expected Results/Impact: Evaluations Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Parental Involvement, BISD Police and Security Services. Population: All parents - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative			Summative
		Sept	Dec	Mar	May
					
Strategy 9 Details		Reviews			
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. 9) Los directores se aseguraran de que los consejeros del campus brinden sesiones de asesamiento individuales y grupales semanalmente para garantizar que se aborden las necesidades de los estudiantes. Milestone's/Strategy's Expected Results/Impact: Counselor logs S: PDAS Staff Responsible for Monitoring: Principals Counselors Population: All students - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2		Formative			Summative
		Sept	Dec	Mar	May
					

Strategy 10 Details		Reviews			
Strategy 10: 10) E-Schools will be implemented to keep track of behavioral concerns with students and will aid in the RTI process. 10) Se implementaran E-Schools para realizar un seguimiento de las preocupaciones de comportamiento de los estudiantes y ayudaran en el proceso de RTI. Milestone's/Strategy's Expected Results/Impact: Eschool reports Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal Population: All students PK-5th - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 11 Details		Reviews			
Strategy 11: 11) The administration and counselors will communicate proper values, correct choices, and resistance to peer pressure through daily messages. An afterschool Social Emotional Learning program will be offered throughout the year. 11) La administracion y los consejeros comunicaran los valores adecuados, las elecciones correctas y la resistencia a la presion de los companeros a traves de mensajes diarios. Se ofrecera un programa de aprendizaje socioemocional despues de la escuela durante todo el ano. Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs, Attendance Records, Student Progress Reports Meeting ARD Expectations, Benchmarks Summative: STAAR Scores, TPR/Tejas LEE scores, NRT Assessments Staff Responsible for Monitoring: Principal, counselors Population: All students PK-5th - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 4		Formative		Summative	
		Sept	Dec	Mar	May
					
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Del Castillo-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 2: Del Castillo-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.
Student Learning
Need Statement 1: Del Castillo-Morningside needs to close achievement gaps by providing accelerated instruction in the areas of reading language arts, math, 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.

Student Learning

Need Statement 2: Del Castillo-Morningside needs to provide supplemental instructional materials and general instructional supplies, including library books 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.

School Processes & Programs

Need Statement 4: Del Castillo-Morningside administration needs to discuss instructional strategies and progress, along with campus initiatives, and health and safety of all students 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. This includes health and safety procedures.

Need Statement 6: Del Castillo-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.

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)
Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 2: Del Castillo-Morningside will ensure the implementation and annual review of a comprehensive campus Emergency Operations Plan. Del Castillo-Morningside garantizara la implementacion y la revision anual de un plan integral de operaciones de emergencia del campus.

Evaluation Data Sources: Plan checklist, published campus safety plans

Strategy 1 Details		Reviews		
Strategy 1: The campus will conduct fire and emergency drills to check on the effectiveness of the EOP. La escuela llevara a cabo simulacros de incendio y emergencia para comprobar la eficacia del EOP. 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. Staff Responsible for Monitoring: -Campus administration Population: All faculty, staff and students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative	
	Sept	Dec	Mar	May
				
	0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 6: Del Castillo-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.

Del Castillo-Morningside proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos.

Performance Objective 1: At Del Castillo-Morningside, there will be a 10% increase of parents involved in campus/district parental involvement activities from 2023-2024 to 2024-2025.

En Del Castillo-Morningside, habra un aumento del 10 % de padres involucrados en actividades de participacion de padres en el campus/distrito de 2023-2024 to 2024-2025.

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		
Strategy 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. Parent meetings will be held twice throughout the week with an a.m. and a p.m. meeting. Revisar con los padres de los niños participantes y difundir una Política de participación de los padres, en inglés y español, para delinear como los padres participaran activamente a nivel del distrito/campus con la intención de aumentar la participación. La política se distribuirá a través de reuniones programadas de participación de los padres, digitalmente a través del sitio web del campus y a través del paquete para padres del campus distribuido en el evento Meet The Parents a principios de año. Las reuniones de padres se llevarán a cabo dos veces a lo largo de la semana, a la mañana y a la tarde. Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy Summative - Parent evaluation, Title I-A Parental Involvement Compliance Checklist; STAAR results Staff Responsible for Monitoring: Campus Administration Parent Liaison Title I: 4.1 - Population: All parents - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative		Summative	
	Sept	Dec	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: Disseminate School-Parent-Student Compacts indicating each responsibilities to ensure student achievement. Difundir los convenios escuela-padres-estudiantes que indiquen las responsabilidades de cada uno para garantizar el rendimiento de los estudiantes. Milestone's/Strategy's Expected Results/Impact: Formative: School-parent-student compacts Summative: Parent evaluation, STAAR Results Title 1-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Campus Administration Parent Liaison Title I: 4.1 - Population: Staff, parents and students - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative			Summative	
	Sept	Dec	Mar	May	
					
Strategy 3 Details		Reviews			
Strategy 3: Conduct an Annual Title I Meetings on different dates and times on campus to inform parents of services provided through Title I funds. Llevar a cabo Reuniones Anuales de Titulo I en diferentes fechas y horarios en el campus para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I. 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 Title I: 4.2 - Population: All parents - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative			Summative	
	Sept	Dec	Mar	May	
					

Strategy 4 Details		Reviews			
Strategy 4: Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Llevar a cabo una Encuesta Anual de Padres de Titulo I para evaluar la eficacia de los esfuerzos de participacion de los padres del distrito y/o del campus. 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 12, 2024 - End Date: May 30, 2025	Formative			Summative	
	Sept	Dec	Mar	May	
					
Strategy 5 Details		Reviews			
Strategy 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 Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Politica de participacion de los padres Pacto entre la escuela, los padres y el estudiante Plan de Mejoramiento del Campus 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 Title I: 4.1 - Population: Parents and community - Start Date: August 12, 2024 - End Date: May 30, 2025	Formative			Summative	
	Sept	Dec	Mar	May	
					

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	May
Strategy 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. Organice un día de orientación para padres para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito, que incluye lo siguiente: Codigo de Conducta Estudiantil Acuerdo de Estudiante-Padre-Escuela, Política de Participacion de los Padres, Procedimientos de Operacion de Emergencia, Pautas y Oportunidades para Voluntarios. Se llevaran a cabo reuniones adicionales de participacion de los padres durante el ano escolar para mantener a los padres informados sobre los eventos y procedimientos del campus. 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 Staff Responsible for Monitoring: Campus Administration Parent Liaison Title I: 4.1, 4.2 - Population: All parents - Start Date: August 12, 2024 - End Date: May 30, 2025				
Strategy 7 Details	Reviews			Summative
	Formative			Summative
	Sept	Dec	Mar	May
Strategy 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. Aprovechar los recursos de la comunidad del Distrito mediante la creacion de acuerdos de asociacion con agencias y organizaciones. Invitar a las agencias/organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas. 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 Staff Responsible for Monitoring: Campus Administration Parent Liaison Population: Parents and community - Start Date: August 12, 2024 - End Date: May 30, 2025				

Strategy 8 Details		Reviews			
Strategy 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. Educar a los administradores y maestros del campus durante las reuniones de profesores y de nivel de grado sobre los beneficios academicos y no academicos de una solida asociacion entre padres y escuela. 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 Staff Responsible for Monitoring: Campus Administration Parent Liaison Population: All staff - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Student Learning 2 - School Processes & Programs 3 Funding Sources: General Supplies - 211 Title I-A - 211-11-6399-00-129-Y-30-0F2-Y - \$500		Formative		Summative	
		Sept	Dec	Mar	May
					
Strategy 9 Details		Reviews			
Strategy 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 furniture will be purchased for use in the weekly parent meetings. Del Castillo-Morningside Elementary will participate in the BISD Walk For The Future. El enlace de padres hara visitas al hogar segun sea necesario para garantizar la asistencia de los estudiantes y se mantendra la comunicacion con los padres, los estudiantes y el personal con la firma/informacion/comunicacion adecuada de los padres. Se proporcionaran refrigerios y refrigerios para las reuniones semanales de padres en el centro de padres del campus. Se comprara un horno de microondas, una cafetera, un mini refrigerador y articulos de oficina para usar en las reuniones semanales de padres. La Primaria Del Castillo-Morningside participara en la Caminata por el Futuro de BISD. Milestone's/Strategy's Expected Results/Impact: Formative: Mileage Log, meeting agendas, handouts Summative: STAAR Results, Title 1-A Parental Involvement Compliance Staff Responsible for Monitoring: Parent Liaison Teachers Administrator Title I: 4.2 - Population: All parents - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 1, 2, 3 - Perceptions 1, 3, 4, 5 Funding Sources: Supplies - Parent Liaison - 211 Title I-A - 211-61-6399-00-129-Y-30-0F2-Y - \$900, Travel - 211 Title I-A - 211-61-6411-00-129-Y-30-0f2-Y - \$900, Food/Refreshments for parent meetings - 211 Title I-A - 211-61-6499-53-129-Y-30-0f2-Y - \$900, Furniture - 199 Local funds - 199-13-6399-45-129-Y-99-000-Y - \$1,992		Formative		Summative	
		Sept	Dec	Mar	May
					

Strategy 10 Details		Reviews			
Strategy 10: Teachers will communicate with parents throughout the year to address positive situations and areas that need improvement. Los maestros se comunicaran con los padres durante todo el ano para abordar situaciones positivas y areas que necesitan mejorar. Milestone's/Strategy's Expected Results/Impact: Formative: teacher logs, contact logs Summative: School messenger report, STAAR Results, Title I-A Parental Involvement Compliance, discipline referrals Staff Responsible for Monitoring: Campus administration teachers parent liaison Population: All parents - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative	
		Sept	Dec	Mar	May
					
		Continue/Modify		Discontinue	

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Del Castillo-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 2: Del Castillo-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 3: Del Castillo-Morningside needs to increase enrollment from PK3 through 5th grade. Data Analysis/Root Cause: Data analysis reveals that the enrollment has decreased throughout the years.
Student Learning
Need Statement 2: Del Castillo-Morningside needs to provide supplemental instructional materials and general instructional supplies, including library books 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.
School Processes & Programs
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.
Perceptions
Need Statement 1: Del Castillo-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.

Perceptions

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: Del Castillo-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.

Need Statement 5: Del Castillo-Morningside will provide weekly parent meetings to promote parental involvement and student attendance. Home visits will be requested for the Parent Liaison to visit the homes of students, as needed. **Data Analysis/Root Cause:** CNA Surveys and ADA Reports indicate students not attending due to illness and commuting issues.

Goal 7: Del Castillo-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. Del Castillo-Morningside trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes.

Performance Objective 1:

Del Castillo-Morningside will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events. Del Castillo-Morningside proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details		Reviews		
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. 1) El campus promovera la historia y los origenes junto con los logros actuales de cada campus semanalmente a traves del sitio web y los medios de comunicacion. Milestone's/Strategy's Expected Results/Impact: Periodic news articles on website will indicate campus achievements. Formative: schedule of campus events Summative: Campus articles and achievements appearing at District or community level (BISD website, Brownsville Herald, Student of the Week) Staff Responsible for Monitoring: -Campus administration -TST -SBDM -Grade Level Leaders Population: Morningside stakeholders - Start Date: August 12, 2024 - End Date: May 30, 2025		Sept	Formative	Summative
		Dec	Mar	May
				
		0% No Progress 100% Accomplished Continue/Modify Discontinue		

Goal 8: Del Castillo-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. Del Castillo-Morningside garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluya una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado.(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. El campus creará y proporcionará reconocimientos y actividades para el cuerpo docente y el personal para mejorar la moral/el clima del campus y apoyar la retención de los maestros y el personal.

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

Strategy 1 Details		Reviews		
Strategy 1: 1) Campus leadership will periodically reward teachers for instituting positive student outcomes. Population: All campus teachers 1) El liderazgo del campus recompensara periodicamente a los maestros por instituir resultados positivos para los estudiantes. Poblacion: Todos los maestros del plantel 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 Impact: Improved morale, high teacher retention rate Staff Responsible for Monitoring: Campus administration Population: All teachers - Start Date: August 12, 2024 - End Date: May 30, 2025		Formative		Summative
		Sept	Dec	Mar
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 9: Del Castillo-Morningside will ensure that the building is well maintained, energy efficient, and a safe and orderly learning environment for all students.
Del Castillo-Morningside se asegurara de que el edificio este bien mantenido, sea eficiente en energia y sea un ambiente de aprendizaje seguro y ordenado para todos los estudiantes.

Performance Objective 1: Del Castillo-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. Del Castillo-Morningside implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

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

Strategy 1 Details		Reviews							
Strategy 1: 1) Del Castillo-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). HVAC Units will be installed. 1) Del Castillo-Morningside promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito. El campus se mantendra durante todo el ano para que funcione de la manera mas eficiente y para invitar a todas las partes interesadas (Facultad, personal, padres, comunidad). Unidades de aire condicionado seran instaladas. 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 Staff Responsible for Monitoring: - Administration - Teachers - Staff Population: All faculty and staff - Start Date: August 12, 2024 - End Date: May 30, 2025 Need Statements: Demographics 2		Formative		Summative					
	Sept	Dec	Mar						
									
			No Progress		Accomplished		Continue/Modify		Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 2: Del Castillo-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.

Title I

1.1: Comprehensive Needs Assessment

The campus leadership team reviewed the CNA from 2022-2023. Based on data collected throughout the school year (walkthroughs, progress reports, benchmarks, STAAR results, report cards), we developed revisions to the existing campus needs. The campus needs were then presented and approved by the SBDM during the final meeting on May 21, 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus leadership team reviewed the CIP from 2023-2024. Based on data collected throughout the school year (walkthroughs, progress reports, benchmarks, STAAR results, report cards), we discussed necessary changes and revisions to the plan. The CIP changes were then presented and approved by the SBDM during the final meeting on May 21, 2024.

2.2: Regular monitoring and revision

The CIP was monitored throughout the 2022-2023 school year. Revisions were discussed in the SBDM meeting in January 2023. All plan revisions were implemented during the final meeting on May 21, 2024.

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

The CIP was available to parents on the Morningside webpage throughout the 2024-2025 school year. All goals were translated into Spanish to make the plan more understandable for all parents.

2.4: Opportunities for all children to meet State standards

Most of the strategies for meeting State standards are found in Goal 1 which focuses on improving all instruction campus wide. The linked strategies are the major ones addressing opportunities across the campus.

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

Del Castillo-Morningside's SBDM will annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to

determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)]. Plan evaluation: May 21, 2024

4.1: Develop and distribute Parent and Family Engagement Policy

The family engagement policy is developed and disseminated to all parents at the beginning of the school year. The parents participate throughout the process, collaborating with the campus leadership team to revise and complete the policy. The policy clearly outlines the expectations of the student and parents, and communicates the expectations of the campus in order to achieve student success. The policy was approved by the SBDM on May 21, 2024, and disseminated on August 16, 2024.

4.2: Offer flexible number of parent involvement meetings

The campus offered weekly flexible meetings throughout the 2024-2025 school year.

The District provided the campus with guidance and supports for regular scheduled weekly meetings and for additional meetings to provide opportunities at times outside of the regular school day. Parents are invited to campus parental involvement meetings throughout the year. Regularly scheduled meetings occur weekly on Tuesday mornings, while several special called meetings are scheduled to encourage parent participation (Open House, Meet the Teacher, Health Fairs). Parents who cannot attend the Tuesday morning meetings are invited to attend Wednesday afternoons to receive the same information.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Viviana Trejo (Y1)	4th Grade Teacher
District-level Professional	Alejandra Aldrete	Bilingual Specialist
Parent	Maria Fernandez	Parent
Parent	Reyna Castillo	Parent
Community Representative	Emilio Hernandez	Community Representative
Community Representative	Magdalena Mosqueda	Community Representative
Business Representative	Jesus Cazares	1st Choice Driving Academy
Business Representative	Yolanda Barrientes	LAD T-shirts
Classroom Teacher	Larissa Ezequiel (Y2)	SPED teacher
Non-classroom Professional	Patricia Montes (Y2)	Librarian
Classroom Teacher	Nora Preciado (Y2)	5th grade teacher
Classroom Teacher	Reina Ortega (Y1)	3rd grade teacher
Classroom Teacher	Mayra Salazar (Y1)	2nd grade teacher
Classroom Teacher	Rosario Meza (Y1)	Kindergarten teacher
Classroom Teacher	Maria Urteaga (Y1)	1st grade teacher
Classroom Teacher	Victor Guajardo (Y1)	PK teacher
Non-classroom Professional	Aide Castro (Y1)	Assistant Principal
Administrator	Ivonne Barnes	Principal

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Viviana Trejo (Y2)	4th Grade Teacher
District-level Professional	Alejandra Aldrete	Bilingual Specialist
Parent	Maria Fernandez	Parent
Parent	Reyna Castillo	Parent
Community Representative	Emilio Hernandez	Community Representative
Community Representative	Magdalena Mosqueda	Community Representative
Business Representative	Jesus Cazares	1st Choice Driving Academy
Business Representative	Yolanda Barrientes	LAD T-shirts
Classroom Teacher	Larissa Ezequiel (Y2)	SPED teacher
Non-classroom Professional	Patricia Montes (Y2)	Librarian
Classroom Teacher	Nora Preciado (Y2)	5th grade teacher
Classroom Teacher	Reina Ortega (Y2)	3rd grade teacher
Classroom Teacher	Mayra Salazar (Y1)	2nd grade teacher
Classroom Teacher	Rosario Meza (Y2)	Kindergarten teacher
Classroom Teacher	Maria Urteaga (Y2)	3rd grade teacher
Classroom Teacher	Victor Guajardo (Y2)	PK teacher
Non-classroom Professional	Maribel Salinas	Assistant Principal
Administrator	Ivonne Barnes	Principal

Campus Funding Summary

199 Local funds				
Goal	Objective	Strategy	Resources Needed	Account Code
1	1	1	OT	199-23-6121-08-129-Y-99-000-Y
1	1	1	Physical Education	199-11-6399-51-129-Y-11-00-Y
1	1	1	EXT. DUTY PAY/SUP PE	199-23-6121-08-129-Y-99-0-00-Y
1	1	3	Campus Leadership	199-23-6399-00-129-Y-99-0-00-Y
1	1	3	Counselors-travel	199-31-31-11-23-129-Y-99-0-00-Y
1	1	5	Media	199-12-6399-00-129-Y-99-00-Y
1	1	6	General supplies	199-11-6399-00-129-Y-11-0-00-Y
1	1	6	Extra duty OT	199-51-6121-47-129-Y-99-0-00-Y
1	1	6	GENERAL SUPPLIES - Custodians	199-51-6315-00-129-Y-11-0-00-Y
1	1	6	GENERAL SUPPLIES-COPY PAPER	199-11-6399-62-129-Y-11-0-00-Y
1	1	6	GENERAL SUPPLIES - Nurse	199-33-6399-00-129-Y-99-0-00-Y
2	1	1	Substitutes	199-11-6112-18-129-Y-99-000-
3	1	3	Instructional Field Trips	199-11-64-12-00-129-Y-11-0-00-Y
4	1	2	Technology Administration	199-23-6399-65-129-Y-11-000-Y
4	1	2	Toner	199-11-6399-62-129-Y-11-000Y
5	1	2	reclassified transportation	199-11-6494-00-129-Y-11-0-00-Y
5	1	3	Misc. Operating Costs/Awards	199-13-6499-53-129-Y-99-0-00-Y
6	1	9	Furniture	199-13-6399-45-129-Y-99-000-Y
Sub-Total				\$34,317.00
Budgeted Fund Source Amount				\$34,317.00
+/- Difference				\$0.00

162 State Compensatory				
Goal	Objective	Strategy	Resources Needed	Account Code
1	1	1	Tutorials for SSI	162-11-6118-00-129-Y-24-SSI-Y
1	1	1	Extended Day/Tutorials grades 3-5	162-11-6118-00-129-Y-30-000
1	1	6	General Supplies	162-11-6399-00-129-Y-30-000-Y
				\$2,500.00

162 State Compensatory				
Goal	Objective	Strategy	Resources Needed	Account Code
1	1	6	General Supplies - Ink Toner	162-11-6399-62-129-Y-30-0-00-Y
1	1	6	Copy paper	162-11-6396-00-129-Y-30-000-Y
2	1	1	Substitutes	162-11-6112-18-129-Y-30-0KY-Y
4	1	2	Laptops	162-11-6398-62-XXX-Y-30-000-Y
4	1	2	Chromebooks	162-11-6394-62-129
Sub-Total				\$105,165.00
Budgeted Fund Source Amount				\$53,865.00
+/- Difference				-\$51,300.00
211 Title I-A				
Goal	Objective	Strategy	Resources Needed	Account Code
1	1	1	Extra duty pay Tutorials - Extended Day	211-11-6118-00-129-Y-30-ASP-Y
1	1	1	Extended day - classified	211-11-6121-0-129-Y-30-0F2-Y
1	1	4	Supplies and Materials	211-23-6399-00-129-Y-30-0F2-Y
1	1	4	Supplies and Materials	211-13-6399-00-129-Y-30-AYP-Y
1	1	6	Copy Paper	211-11-6396-00-129-Y-30-0F2-Y
1	1	6	General Supplies-Ink Toner	211-11-6399-62-129-Y-30-0F2-Y
1	1	6	Nurse's Supplies	211-33-6399-00-129-Y-30-0F2-Y
1	1	6	General Supplies	211-11-6399-00-129-Y-30-0F2-Y
1	1	19	Supplies for Nurse	211-33-6399-00-129-Y-30-0F2-Y
4	1	2	Interactive Computer Panels	
4	1	2	Laptops and Chromebooks	
5	1	1	Counselor's Supplies	211-31-6399-00-129-Y-30-0F2-Y
5	1	2	General Supplies for Counselors	211-11-6399-00-129-Y30-0F2
6	1	8	General Supplies	211-11-6399-00-129-Y-30-0F2-Y
6	1	9	Supplies - Parent Liaison	211-61-6399-00-129-Y-30-OF2-Y
6	1	9	Travel	211-61-6411-00-129-Y-30-0f2-Y
6	1	9	Food/Refreshments for parent meetings	211-61-6499-53-129-Y-30-0f2-Y
Sub-Total				\$182,163.00
Budgeted Fund Source Amount				\$113,835.00
+/- Difference				-\$68,328.00

211 Title I-A

Goal			Objective		Strategy	Resources Needed		Account Code	Amount
								Grand Total Budgeted	\$202,017.00
								Grand Total Spent	\$321,645.00
								+/- Difference	-\$119,628.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director for Pupil Services	5/16/2023	Roni Louise Rentfro	7/12/2024