

# **MORTON ISD**

CD# 040901

## **CAMPUS: MORTON SCHOOLS**

Campus Serves grades PK-12

**Mission:** At Morton ISD we will...

Educate every student by combining the: Wisdom of Yesterday, Technology of Today, and Vision for Tomorrow to develop the foundational skills and character needed to thrive as a productive member of society.

Foundational skills:

- contextual and critical thinking
- written and oral communication
- collaboration skills

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con [David Diaz \(806 266-5505\)](mailto:David.Diaz@dcps.dc.gov) . Los servicios de traducción están disponibles.

# District-Campus Improvement Plan 2022-2023

Initial Review of Campus Plan: May, 2022

Final Review by Campus Committee: September 13, 2022

Approved by Board of Trustees on:

## TABLE OF CONTENTS

<b>Board of Trustees</b>	<b>pg.</b>
<b>Campus Site Based Committee Members</b>	<b>pg.</b>
	<b>pg.</b>
<b>Program Intents, Purposes and Intended Beneficiaries</b>	<b>pg.</b>
<b>District/Campus Goals</b>	<b>pg.</b>
<b>Comprehensive Needs Assessment/Campus Summary</b>	<b>pg.</b>
<b>Campus Plan</b>	<b>pg.</b>
<b>Objectives, Activities, Schoolwide Components, Staff Responsible,     Resources, Timelines, Formative/Summative Evaluation</b>	
<b>Special Programs Plans</b>	<b>pg.</b>
<b>Migrant Priority of Services</b>	<b>pg.</b>
<b>Addendums</b>	

**Parent and Family Engagement Policy**  
**School Parent Compact**  
**SCE budget including FTEs and dollar amounts**  
**Title IA budget including FTEs and dollar amounts**

**Board of Trustees 2022-2023**

**Harvey Velasquez, President**  
**Adrian Mendoza, Vice President**  
**Randall Rodriguez, Secretary**  
**Kris Brown, Member**  
**Zach Huckabee, Member**  
**Glen Lyon, Member**  
**Andy Zapata, Member**

**District-Wide Site Based Decision Members/Stakeholders Committee 2022-2023**

**Regina Ingle, Committee Chair, Grants & Special Programs**  
**Holly Boggs, Principal**  
**Rod Cottrell, Instructional Technology Director**  
**Denise Diaz, Counselor**  
**Stacey Hall, Pre-K -2<sup>nd</sup> Teacher**  
**Cindy Anderson, 3<sup>rd</sup> – 5<sup>th</sup> Teacher**  
**Shannon Greener, Math Teacher & Instructional Coach**  
**Destiny Reed, ELAR Teacher**  
**Gideon Offei, Science**  
**Zack Williams, Social Studies Teacher**  
**Michael Hettick, Dyslexia**  
**Tiffeny Smith, CTE Teacher**  
**Mayra Yanez, ESL Parent,**  
**Teresa Grady, Secondary/Elementary Parent**  
**Kaleigh Boggs, Student**  
**Vicki Rice, Community Representative**  
**Dixie Mendoza, Business Representative**

*The DIP/CIP was developed with timely and meaningful consultation with teacher, principals, school leaders, paraprofessionals, specialized instructional support personnel, and parents of children served. SBDM approved plan on 9-13-2022 and was presented to the Board on 9-19-2022*

*The following narrative contains the Intent and Purpose of each ESEA/ESSA Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public g system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **ESEA Goals and Indicators**

**This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.**

### **Elementary and Secondary Education Act (ESEA) Goals and Indicators:**

**Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3:** By 2023-24, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

**Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**Performance Goal 5:** All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

***The following narrative contains the Intent and Purpose of each ESEA/NCLB Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.***

## ***Title I, Part A—Improving Basic Programs Operated by LEAs***

### **Intent and Purpose**

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a schoolwide program or a targeted assistance program

Morton School is a schoolwide campus in Morton ISD.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.

The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

### **Intended Program Beneficiaries**

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

### **All Campuses**

All Title I, Part A, campuses must do the following:

- implement Parents Right-to-Know
- develop school-parent compacts jointly with parents
- provide information to parents in the language parents understand
- develop LEA and campus Parent, Family and Community Engagement Policies
- implement the Head Start Standards if implementing pre-school programs
- integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
- provide *additional* assistance to students identified as needing help in meeting the state's challenging student academic achievement standards
- ensure that all new teachers hired on the campus to teach core academic subjects are certified when hired
- ensure that all new educational paraprofessionals hired on a schoolwide campus are highly qualified when hired

## **Schoolwide Campuses**

The CIP of a *Schoolwide Campus* must do the following:

- incorporate the requirements of a Schoolwide Plan and based on a comprehensive needs assessment of the entire school
- describe how the school will use Title I, Part A, resources and other sources to implement the program
- include a list of state and federal programs whose funds will be combined to implement a schoolwide program
- describe how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
- include sufficient activities to *address the needs of the intended beneficiaries* of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program.

A schoolwide program shall develop a comprehensive plan that is based on a comprehensive need assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA.

A schoolwide program shall develop a comprehensive plan that is developed with the involvement of parents and other members of the community to be served including teacher, principals, other school leaders, paraprofessionals present in the school and administrators.

Element 1 – Comprehensive Needs Assessment

Element 2 - Campus Improvement Plan

Element 3 – Parent and Family Engagement

## **Targeted Assisted Programs**

Must identify and service only the identified students. The Campus plan must address how these students will be identified using multiple criteria.

## ***Title II, Part A – Teacher and Principal Training and Recruiting Fund (TPTR)***

### **Intent and Purpose – District REAPs 100% of Title IIA to be used to meet TIA intents and purposes**

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

- increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
- hold LEAs and schools accountable for improving student academic achievement



Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals. Funding is supplemental to State and Local funds.

### ***Title III, Part A- LEP/Immigrant***

#### **Intent and Purpose – District Joins the ESC SSA for services**

The purpose of Title III is to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth. These funds are also to be used to develop and enhance the capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings. Funds are supplemental from State and Local funds.

### ***Title I Part C – Migrant Education Program***

#### **District Joins the ESC SSA for services**

#### **Intent and Purpose**

The purpose of the migrant program is to ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet by designing programs that help migrant students overcome education disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of the children to do well in school and to prepare them to make a successful transition to postsecondary education or employment.

The term migratory child means a child who is or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse or guardian in order to obtain, temporary or seasonal employment in agriculture or fishing work has moved from one school district to another. Funding is supplemental to State and Local funds

### ***Title IV – Student Support and Academic Enrichment (SSAE)***

#### **Intent and Purpose - District REAPs 100% of Title IV to be used to meet TIA intents and purposes**

The purpose of this program is intended to help meet the goal of a high-quality education by increasing the capacity to 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. Funding is supplemental to State and Local funds.

### **Small Rural Schools Act (SRSA)**

**Intent and Purpose** – District uses these funds to meet the intent and purposes of a Title IA Schoolwide program.

The purpose of the Rural Schools Act (SRSA) program is to provide financial assistance to rural districts to meet local academic needs. SRSA funds a variety of activities including teacher recruitment and professional development, support for educational technology, parental involvement activities and more.

### ***State Compensatory Education Program (SCE)***

#### **Intent and Purpose**

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs

assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- Expenses must directly impact students and cannot be used for parental involvement activities.

### **Intended Program Beneficiaries**

Students identified by the 15 criteria as at-risk of failing the state assessment or dropping out.

### **General Program Requirements**

Any program activity, program personnel, or program materials required by federal law, state law, of State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I Schoolwide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget and
- LEA maintains documentation that all funded programs and strategies are supported by scientifically based research and
- SW campus must be identified in the most current SAS (Schedule SC5000 of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SW Previous Year, or Ed-Flex waiver.

Morton School campus meets all of the 3 of the above requirements and will use SCE funds to upgrade the educational program of the schoolwide campus. The campus will include the required activities to meet the intents and purposes of the State Compensatory Education program.

## **Title I, Part C Carl D. Perkins, Career and Technology Education Programs**

**District joins a Shared Service Arrangement with ESC 17.**

### **Intent and Purpose**

These programs shall provide career and technical education (CTE) programs that are of such size, scope, and quality as to be effective; integrate academic and CTE through a sequence of courses that are coherent and rigorous in content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging careers; provide technical skill proficiency, an industry-recognized credential, a certificate, or technical degree; and provide equitable participation in CTE programs for students who are members of special populations.

CTE programs provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency, students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women, displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.

Career and Technology Education assists (1) students who are members of special populations to enter career and technology education programs, and, with respect to students with disabilities, assist in fulfilling transitional services; assess (2) the special needs of students participating in programs in the most integrated setting possible; provide (3) supplementary services to students who are members of special populations, including, with respect to individuals with disabilities, (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices; provide (4) guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services; and provide (5) counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to post-school employment and career opportunities.

## Goals and Objectives for well-rounded student education:

TEA has identified four strategic priorities for student outcomes:

- #1 Recruiting, supporting, and retaining teachers and principals;
- #2 Building a foundation of math and reading;
- #3 Connecting high school to career and college; and
- #4 Improving low-performing campus.

The LEA has also identified local needs, priorities, and program outcomes to address a well-rounded education.

Goal 1: To strengthen the academic program Pre-K through 12<sup>th</sup> grade in order to maximize success for all students

Performance Objective 1: 85% or more of all students show growth on student progress measures.

Performance Objective 2: Campus focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates and High School graduation rates.

Performance Objective 3: Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems.

Performance Objective 4: The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

Performance Objective 5: 85% of all Dyslexia students will pass the required State Assessment

Performance Objective 6: 85% of all English as Second Language (ESL) students will pass the required State Assessment

Performance Objective 7: 95% of all Gifted and Talented (G/T) student will pass required State Assessments

Performance Objective 8: 85% of all identified Migrant students will pass required State Assessments

Performance Objective 9: 90% of all Pre-K students will be prepared to pass 3<sup>rd</sup> grade STAAR assessment

Performance Objective 10: 85% of all Special Education students will pass required State Assessment

Performance Objective 11: 85% of all students will pass required State Assessments – Title IA Schoolwide

Performance Objective 12: 85% of all identified At-Risk students will pass required State Assessments – State Comp Ed

Performance Objective 13: 85% of all Career and Technology Education students will pass required State Assessments

Goal 2: Employ and support highly effective teachers, administrators and staff

Performance Objective 1: All students will continue to be taught by highly effective/certified teachers and highly qualified educational paraprofessionals

Goal 3: Provide a safe, orderly and caring school environment

Performance Objective 1: Provide programs that enhance student behavior and increase student's ability to be successful in home and at school.

State Accountability: B

Federal Accountability: waived for 2021 [https://rptsvr1.tea.texas.gov/perfreport/frc/frc\\_srch.html?year=2021](https://rptsvr1.tea.texas.gov/perfreport/frc/frc_srch.html?year=2021)

Morton School is a Title I school-wide program with 81% enrolled economically disadvantaged and share the following district fund sources to enhance our educational program on the schoolwide campus.

Multiple sources are used to support each of the educational programs on the campus. The funds used and the amounts are as follows:

<b><u>Fund Source</u></b>	<b><u>Allocation Amount</u></b>	
Title I Part A	\$ 175,846	
Title I Part C	\$ entered in Part A	
Title II, Part A	\$ 22,326	
Title III-LEP	\$ SSA with ESC	
Title IV	\$ 12,354	
Title V TEA grant	\$ 0	
USDE SRSA/RLIS	\$20,693	
SCE Funds	\$460, 238	FTEs: (33)
CTE - Perkins	\$ SSA with ESC	
SPED	\$ 96,606 + Pre K of \$5400	
ESL	\$ SSA with ESC	
ESSER II	\$ 618, 320	
ESSER III	\$ 1,389, 107	

Morton School is a Title I, Part A, Schoolwide program with a student poverty rate of 57.75 % that combines Title I, Part A with SCE funds to serve identified at-risk, as well as all students on the school-wide campus by upgrading the reading/math education program with \$ 460, 238 and (33) SCE FTEs.

**In consultation with the business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:**

Title I, Part A (Fund Code 211) funds shall be consolidated (as indicated on the SC5000) with other funds on this Title I, Part A Schoolwide campus to upgrade its entire education program. Title I, Part A (211) funds \$ 171,783

The Title IA funds are supplemental to the state and local funds that are received by the campus.

Morton ISD ensures that records are kept that demonstrate that the Federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus comprehensive needs assessment and are articulated in the schoolwide program plan. The district and campus ensure that this schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the Federal programs, particularly as they relate to the lowest-performing students.

The LEA Reserved the following ESSA funds at the District Level as reported on the ESSA Consolidated Application:

\$ <u>  0  </u>	Parent Involvement
\$ <u>  0  </u>	Private School services
\$ <u> 100 </u>	Homeless
\$ <u>  0  </u>	Local Facilities for Neglected
\$ <u>  0  </u>	Local Facilities for Delinquent
\$ <u>  0  </u>	Foster Care transportation
\$ <u>  0  </u>	Preschool
\$ <u>  0  </u>	Districtwide Professional Development (TIA served campuses only)
\$ <u>10,000</u>	Other: technical assistance

100% REAPd to meet the intents and purposes of Title I, Part A.

Title IIA  
Title IVA

## Comprehensive Needs Assessment

### Demographics

361 students in grades Pre-K to 12.

The student population is:

.6 % African American

0 % Asian

91.67 % Hispanic

.6 % American Indian

8.86% Anglo

0% Pacific Islander

.008 % Two or more races

81% Low socio-economic status of in-residence students

0% dropout rate (Class of 2021)

93.24% average daily attendance rate for students

LEP: 22.4% students

504: 8% students

SPED: 13%

At Risk: 68.14 % of students (reduction of 20% over 3 years)

Migrant: 0 % of students

Gifted and Talented: 5.26%

Dyslexia: 36.6 students

78 discipline referrals this past year, which is a **decrease** from 106 discipline referrals the previous year.

100% of teachers are either certified or on an approved Alternative Education Program and 100% of instructional paraprofessionals are Highly Qualified.

The staff is 24.3% male and 75.7% female with an average of 18.85 years of teaching experience.



#### Demographics Strengths

- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion to close learning gaps
- Serving LEP population through ESL certified instructors and paraprofessionals

#### Demographics Needs

- Continued focus and attention on At-Risk population
- Prepare LEP population to take STAAR Writing to meet System Safeguards
- Improve LEP performance on all STAAR Tests
- Monitor ESL, SPED and Regular Ed students in Inclusion classes for effectiveness

#### **Student Achievement – Schoolwide Element #1**

- Strive to close gaps between subgroups
- Address the needs of At-Risk students
- Address the needs of LEP students
- Implement strategies for increased rigor of STAAR
- Continue use of monitor groups for struggling students in all content areas through remediation and intervention

#### Student Achievement Strengths

- Vertically aligned curriculum to meet student needs
- Disaggregated Data
- RTI programs/tutorials
- Intervention/Enrichment Programs
- Inclusion of SPED and ESL classes
- Effective use of ELL supplemental resources to meet program objectives.

#### Student Needs

- Target subgroups in all 4 – 8 math and ELAR

- Particular emphasis needs to be focused on Special Education students because SPED students are the lowest performing sup-pop at MISD. The goal is to see a 6% increase in SPED students' 4<sup>th</sup> – 8<sup>th</sup> math and reading scores.
- Continue to utilize and expand usage of Inclusion strategies for SPED students.
- Added preparation and training staff and students for increased rigor of STAAR
- Address students who have not met EOC standards with HIT tutoring.
- Improve student attendance rates to meet Q1 Distinction Designation
- Improve Student Performance rates to meet Q1 Distinction Designation
- Prepare students to take STAAR writing to meet System Safeguards
- Improve student performance in reading in all grades to meet System Safeguards
- Improve student performance in math district-wide to meet System Safeguards
- Improve student performance in social studies district-wide, with an emphasis on 8<sup>th</sup> grade, to meet System Safeguards
- Increase the number of adequately trained teachers serving ELL students in ELAR courses through hiring and current teachers completing certification
- Provide teachers with ELP's application in the classroom training.

## **School Culture and Climate** Schoolwide Element #2

School culture and climate was addressed in the form of staff, student and parent surveys. Data obtained from these surveys, combined with data obtained from Principal walk throughs, Parent meetings, and feedback data, provided the tools to assess and evaluate differing perspectives of the campus system and process.

### School culture and Climate Strengths

- Administration and administrative support
- Vertically/Horizontally aligned instruction
- Increased teaching time

- Providing more hand-on activities
- Well-maintained Facilities
- Access to technology
- Access to resources
- Teacher collaboration
- Specialized learning environment
- Character education
- Increased access to technology for 1:1
- Providing more planning opportunities for teachers

#### School Culture and Climate Needs

- Embrace the varied culture and diversity of students
- Create bridges from the school to the community
- Continue to increase teamwork/cooperation among grade-levels
- Continue to address topic of bullying and respect

### **Staff Quality, Recruitment, and Retention – Schoolwide Element #3**

#### Staff Quality, Recruitment, and Retention Summary

- Vertical alignment PLC's
- On-going PD individual and group
- Attend job fairs

#### Staff Quality, Recruitment, and Retention Strengths

- 100% Effective/Certified staff
- Weekly walk-through data - schedule feedback sessions with teachers
- New teacher training each year
- Weekly PLC whole campus meetings
- TIA approved district

#### Staff Quality, Recruitment, and Retention Needs

- Hire and retain highly effective/certified teachers
- Board approved paying for insurance increase
- Vertical alignment meetings
- All teachers received new IPAD and on-going technology training and support
- Offer ESL incentive
- ESL training for teachers and staff to support campus needs

### **Curriculum, Instruction, and Assessment Schoolwide Element #4**

#### Curriculum, Instruction, and Assessment Summary

- Maintain a high-quality curriculum with sufficient depth and rigor to prepare students for STAAR, and their future. The textbooks and software used by Morton ISD have been validated through scientific research. All curriculum resources are evaluated against the TEKS.
- Develop and maintain a valid testing schedule to provide data for intervention. Teachers use or create multiple assessments to assess and analyze student learning. One of these assessments is the six weeks' tests. The test are aligned horizontally to ensure all TEKS's are tested during each school year. Students are given benchmark tests twice a year and the STAAR test once a year starting in the 3<sup>rd</sup> grade.
- Continue to provide high quality staff development. Staff is given 12 professional development days a year. Principals conduct staff development before or after school, and staff participates in professional learning communities.
- Maintain curricular alignment: The foundation of our curricular alignment is maintained by teachers using the tools found in TEK's Resource System and HQIM through RSSP. Teachers primarily use the Year at a Glance, the Instructional Focus Document, and various tests. Teachers are not limited to these resources to meet TEK objectives in their classroom, but these documents serve as our foundation.

#### Curriculum, Instruction and Assessment Strengths

- Vertically and horizontally aligned curriculum. The universal use of TEK's resources and common assessments are one of the strengths of our curriculum. All teachers align their curriculum to these standards. Morton also uses vertical teams to strengthen curriculum and teacher methods throughout the district.

- Pro-active use of DMAC for benchmark and Unit assessment data: All STAAR data is used to identify student needs before school starts. Results from unit assessments (or six weeks' tests) are entered into DMAC and analyzed to check for students learning strengths and weaknesses. If a student missed foundational concepts, those standards are re-taught through "Just in Time" tutoring.
- Integration of technology: Morton continues to use a great deal of technology and teacher training during the 2022-23 school year. All students, grades 3 -12, have computer or chrome books. Teachers have computers, document cameras and interactive boards. Teachers have received training this year on how to better integrate technology into the classrooms, so teachers are learning to use technology effectively in classrooms and coaching one another.
- Differentiation of instruction: The access to additional technology has opened up new doors to differentiate instruction. Software like Amplify, Amplio, Zearn, STAR Renaissance, Mathia, and StudySync adjust lessons or student goals to meet each student's needs. Students are using these programs as a part of a blended learning approach. Teachers continue to follow IEP's and 504's to adjust instruction for students who struggle in the classroom.
- RTI model: All teachers sign for every student's IEP and 504. This makes sure teachers are aware of students' special needs. Teachers are involved in creating and keeping these plans. Teacher lesson plans must contain modifications made for these students. Teachers keep work samples to demonstrate the strategies being used. Part of the teachers' evaluations is based on their ability to meet the needs of all students in the classroom.

#### Curriculum, Instruction and Assessment Needs

- Ensuring Curriculum has appropriate depth and rigor: Teachers need to continue to use formative assessments to evaluate student learning. They need to teach HQIM with fidelity. Principals need to support and help teachers with student evaluations. Principals will also conduct teacher evaluations and use various other observation methods to check the depth and rigor of curriculum and teaching.
- Maintain strong remediation/ enrichments and RTI practices: Student test data (both STAAR and local assessments) and teacher observation will be used to identify student who are struggling with a subject. Teachers will re-teach core TEKs not learned through "Just in Time" tutoring. If student continues to struggle, they can refer the student to the student assistance team to create a plan to address their needs. Teachers can help students by placing them in HIT tutoring with or without a student plan.
- Maintain curricular alignment: The district will continue to have teachers work on improving vertical alignment.

- Increase vocabulary exposure with print rich classrooms, dictionaries, and address needs of ELL students by adding picture dictionaries to ELL classrooms.
- Continue to provide meaningful high-quality staff development: The district added PD days each six weeks based on the district HQIM needs
- Each teacher is asked to use to create, monitor, and analyze assessments.
- Need technical assistance for federal and state programs.

## **Parent, Family and Community Engagement – Schoolwide Element #5**

### Parent, Family and Community Engagement Summary

- Organize committees to delegate work and planning
- Involve parents to help with planning and execution of activities in addition to teachers
- Establish calendar of events in advance so as to be able to give much notice and time for planning
- Ensure there are bilingual staff on hand at all meetings and events

### Parent, Family and Community Involvement Strengths

- Parent access to grades, assignment information through parent portal
- School Reach to keep parents informed about vital school announcements
- District/Campus Improvement Committee
- School Health Advisory council
- ISD and campus homepage
- Calendar of events on website
- Many activities planned
- Most activities are at no cost to the parents
- The activities are varied to include many interests
- Most events enhance learning and sense of community
- Stake holder surveys provide input from community for decision making.

### Parent, Family and Community Involvement Needs

- Continue to provide opportunity for input and involvement
- More effective means of 2-way communication between home and school

- Continue to offer educational opportunities
- Research/implement initiative to involve the community to be a part of the campus

## **Technology – Schoolwide Element #6**

### **Additional Data Sources**

- Classlink – Classlink logs used to look at overall usage of student and teacher devices and software. By using this data, we are able to determine areas for improvement, how effectively students are using technology and what areas may need more training or need to be phased out.
- Google - Google data is used to see how well students are collaborating and using the basic technology tools
- Schoology - How teachers and students are using the LMS and its effectiveness. Also, how involved parents are in the student progress thru the parent portal.
- STAAR – Data is analyzed through the DMAC software to identify and address student strengths and weaknesses.
- Apptegy - Website access. How well staff, students, parents and community are utilizing district software thru our social media and website. This is done thru the analytics from our website.

### Technology Summary

- 1:1 Chrome Books in grades 3 – 12.
- Continued implementation of online programs
- Formative and summative assessments are all online.

### Technology Strengths

- Multitouch Presentation boards in all instructional settings
- Technology allowing staff to enrich curriculum in content areas
- Use of student computers, as well as iPads, other handheld devices
- Technology used to support assessment integration and implementation
  - 1:1 Chrome Books grades 3-12
- Students raised in a technological world

- Effective staff development
- District and campus vision
- Continue to increase supplies of student computers and IPADS to reach and maintain 1:1 ratio
- Software subscriptions to continue addressing campus needs regarding curriculum

#### Technology Needs

- Classroom and Mobile Labs Technology Support Continuing technology training Parent training on Digital Citizenship

#### **Career and Technology Education (CTE) Summary Schoolwide Element #7**

- Advisory committee attendance and input contribute to facilitating parental involvement in CTE decisions.
- Perkins funds provide access to Xello career exploration software and a post-high school conference for area seniors.
- CTE Summer Camp for incoming freshmen and internships for juniors and seniors at local businesses

#### CTE Program Strengths

- Provide career exploration and career development activities
- Provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations
- Support integration of academic skills into CTE programs of study
- Support integration of programs of study
- Working with the Juvenile Probation Officer's Vocational Rehabilitation Grant

#### CTE Program Needs

- increased number of programs of study completers
- increased industry-based mentor experiences
- increased number of industry certifications
- Exit-level Internships

#### **Operations/Safety – Schoolwide Element #8**



## Operations Summary

The campus is a functional plant. It is comprised of:

- 29 classrooms for grades PK to 12
- 3 special education classrooms
- 3 art/music room
- 1 Gifted and talented room
- 1 Speech Room
- 2 Dyslexia rooms
- 2 Libraries
- 3 Workrooms
- 2 Computer labs
- 3 Multipurpose room for meetings

Continue monitoring visitor accessibility

Monitor safety of building and practice disaster drills

## Operations/Safety Strengths

- Functional campus
- Accessible for all students
- Computer lab with state of art technology
- Wireless internet for staff and student use
- Playground equipment is accessible for all students
- Entrances are securely monitored for visitors
- Keyless entry

## Operations Needs

- Security and after hours monitoring
- Continue ADA access reviews

### **Comprehensive Needs Assessment Data Documentation**

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

**Improvement Planning Data:** District goals; Campus goals; Current and/or prior year campus and or district improvement plans; campus and/or district planning and decision making committee meeting date; and State and federal planning requirements.

**Accountability Data:** Texas Academic Performance Report (TAPR) data; AEIS longitudinal data; Federal Report Card data, and RDA data.

**Student Data- Assessments:** State and federal required assessment information (curriculum, eligibility, format, standards, accommodations, TEA information); State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions; STAAR Released Test Questions; End of Course Exams (EOC); Texas English Language Proficiency Assessment System (TELPAS) results; Student Success Initiative (SSI); local diagnostic reading assessment data; local diagnostic math assessment data; local benchmark or common assessment data; student failure and/or retention rates; and observation survey results.

**Student Data-Groups:** Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups; number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.; special education population, including performance, discipline, attendance and mobility; migrant population, including performance, discipline, attendance and mobility; At-Risk population, including performance, discipline, attendance and mobility; ELL or LEP data academic achievement, support and accommodation needs, race, ethnicity, gender, etc.; Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.; Section 504 data; Homeless data; Gifted and talented data; Dyslexia data; Response to Intervention (RtI) student achievement data.

**Student Data – Behavior and Other Indicators:** Attendance data, discipline records, violence and/or violence prevention records; tobacco, alcohol, and other drug-use data, student surveys and/or other feedback.

**Employee Data:** Professional learning communities (PLC) data; staff surveys and/or other feedback; campus leadership data; campus department and/or faculty meeting discussions and data; professional development needs assessment data P.

**Parent/Community Data:** Parent surveys and/or other feedback and parent involvement rates.

**Support systems and Other Data:** Budgets/entitlements and expenditures data; study of text practices; action research results.

**LEA has identified specific Student Performance Measures to focus federal funds.**

The Performance Measures and activities to support the performance measures are included throughout the plan. At least 1 TEA strategic priority (listed below), includes SMART Performance Measures, Baseline Data (1 year goal), 3-5 year goal; and Data Sources. The TEA Strategic priority will be noted under the column titled TEA Priority by the following numbers:

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; and
4. Improving low-performing schools.

**Smart Goals**

1. Teacher Capacity Goal: Capacity: 100% of teachers have 30% RBIS represented at proficient or above in grades 4-8 math and ELAR, by April 1, 2023

2. Student Outcomes: 100% of students will show a 12% gain in reading and math in grades 4-8, by May 2023 or EOY STAAR

3. CCMR: 100% of 11 th graders will begin College Bridge by January 2023 to better prepare students for college and career readiness, and specifically TSIA2 for College Readiness.

4. Student Group Outcomes: 100% of students receiving SPED services will show a 6% gain in reading and math in grades 4-8, by EOY STAAR

## CAMPUS IMPROVEMENT PLAN

Evaluation of Plan Activities listed under the Summative Evaluation column.

Activities reviewed during the year as numerated: **1**-October/November; **2**-January/February; **3**-March/April; **4**-May/June.

**CAMPUS GOAL #1:** To strengthen the academic program Pre K - 12 in order to maximize success for all students. [Element #2](#)

### **PERFORMANCE OBJECTIVE #1: Curriculum Alignment**

- 100% of all students and student subpopulations will show a gain in reading and math, grades 4-8.
- All teachers will teach all Texas Essential Knowledge and Skills (TEKS) for their assigned courses with fidelity.
- All teachers will utilize beginning-of-the-year and end-of-the-year assessments designed to measure the progress of each student toward mastery of the TEKS and determine appropriate interventions to ensure mastery of that objective.
- Fidelity: By Sept., 50% of Teachers will be within 2 days of district-provided Scope and Sequence and will increase to 70% by Dec.

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
<u>Comprehensive Needs Assessment (CNA):</u> Planning Team will make data-driven decisions toward the goal of maximizing student achievement for all students. The Team will analyze data from state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Campus profile and vision will be included.	1, 2, 3, 4,5, 6, 7, 8	Superintendent Principals Teachers Special Programs Director Data Fellow (Dist. Assc. Principal of Curriculum Instruction	TAPR Report; State reports; Federal reports; School Report cards; PEIMS; RDA; Surveys	CNA will be ongoing throughout the year; analysis of needs assessment will be ongoing.	Campus Improvement Committee will complete compilation of needs assessment data by April and the District Committee will review in the Spring (May-June).	Campus Improvement Committee will review needs assessment data and utilize data in updating and revising campus plan.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
All teachers will prepare or update individual Scope and Sequences for teaching the TEKS for their courses or use the TEKS Resource System Year-at-a-Glance document for planning.	1, 4	Principals Teachers Specialists	TEKS,TEKS Resource System (TRS) website,	Scope and Sequences to be reviewed and changed according to data; or teachers will evaluate YAGs and IFDs from TEKS Resource System	TEKS verification documents reviewed in August by teachers and changes made according to data	Parents have access to the TEKS Resource System to view documents. Individual teachers may post lesson plans or activities on in Schoology.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
TRS Unit assessments will gauge student	1,3, 4	Principals	TEKS;	Teachers will use Unit assessments	All unit assessment	Assessment results are evaluated by

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
mastery of objectives on a summative basis. Formative assessments should be weekly. All teachers will give assessments that assess the TEKS included on that portion/unit of the scope		Teachers Specialists	Scope and Sequences; TEKS Resource System; DMAC;	in TEKS Resource System and may revise to fit their Scope and Sequence	scores will be visible via the Gradebook Parent Portal	campus teams to determine tiered interventions for students. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Small group instruction by highly qualified educational paraprofessionals with a focus in core subjects	1, 3, 4	Principal Classroom Teacher Paras	Title IA funds	Throughout the school year	Para schedules indicating instruction for assigned classrooms	Data analysis of State Assessment, Unit Assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Continue full day Pre-K program for all 3 and 4-year olds in the LEA	1	Principals PK teachers	Local Head Start funding High Quality PreK Grant	August-May	Registration Enrollment	Developmental Checklist will indicate improved basic skills for KG success Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Schedule opportunities for teacher to collaborate for improved instruction	4	Teachers Principal	Local	Meetings scheduled during conference periods and before/after school	Agendas from meetings	Improved instructional delivery, improved assessment results Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Spring benchmark data analysis will be the basis for development of focused interventions targeting areas of greatest instructional need.	1, 4	Principals Teachers	DMAC; Locally developed assessments;	Grade level benchmark testing for tested areas administered prior to State assessment.	Result analysis of benchmark testing shared with teachers, students, and principals. Data determines tiered instruction and/or after-school tutorials.	Data analysis of State Assessment results. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Campus STAAR and EOC results will be analyzed by entire staff and used to revise instructional program for school year.	1, 4	Superintendent Principals Teachers	DMAC; STAAR testing data; STAAR-Gazer series	Data disaggregation conducted throughout the year.	Scope and sequence revision according to disaggregated data	Revised scope and sequence to school calendar to ensure instructional time is sufficient to cover TEKS. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Professional development will be targeted to improve student achievement.	4	Superintendent Principals Teachers Data Fellow	ESC 17 Local Funds Local Staff CNA	Ongoing, as needed	T-TESS.	PD completed throughout the school year; planning based on

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Individual teachers will attend staff development that targets self-designated and campus-designated needs.						<b>STAAR results and CAN</b> Evaluation of Activity: Completed                   1 2 3 4 Continue                   1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working   1 2 3 4
The district will continue to hire, retain, and develop a highly effective/certified staff.	3	Superintendent Principals Teachers Specialists	ESC17 Ed. Placement Service; Job fairs; New Teacher Mentoring;	Ongoing	ESSA PR1500 Equity Report Teacher analysis process District of Innovation	<b>Staff turnover rate; Report Results</b> Evaluation of Activity: Completed                   1 2 3 4 Continue                   1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working   1 2 3 4
Intervention opportunities will be scheduled for all students who have failed or are shown to be still developing or at risk on any portion of the STAAR, EOC, TPRI. Acceleration opportunities will be provided to help students achieve Level III scores	1, 4	Superintendent Principals Teachers Specialists	Tutoring; Tiered Instruction; State/Local Funds.	Opportunities planned by the start of school and conducted throughout school year.	State Assessments and other BOY, MOY, and EOY assessment results; Unit tests given at end of each unit; Formal benchmark for STAAR in Spring.	<b>State Assessments,BOY, MOY, &amp; EOY and Benchmark testing data; Required State Assessment results</b> Evaluation of Activity: Completed                   1 2 3 4 Continue                   1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working   1 2 3 4
Alternate assessments for non-STAAR takers	1, 4	Superintendent Principals	Assessments (e.g. STAAR,	Identification of appropriate	Assessment results for each	Assessment results; Reviewed by



<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
(ARD/LEP exemptions, Pre-K, Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> ) will be administered and at least 85% of these test takers will demonstrate expected improvement in achievement.		Teachers Reading Facilitator, Principal	STAAR-Alt, TPRI, TELPAS)	assessment for each student during school year; assessments administered at designated times during year.	student population.	campus committee, inclusion specialists, ARD committees, LPAC committee, TPRI – number of students developed. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide immediate, intense, targeted Tier II and Tier III acceleration opportunities for students failing to master academic objectives	4	Principals; Campus Committee; Teachers Specialists	Local funds; Computer Labs; HS Allotment	Ongoing throughout school year according to students' needs and/or accomplishments	6 week grades; BOY, MOY, & EOY benchmark exams; Unit tests	BOY, MOY, & EOY Benchmark Exams Assessment data; State Assessment data; Unit Assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide intervention through classroom modifications, advisor meetings, grade-level teams, reading intervention team, math intervention team, and student support team for students failing to	1, 4	Principals; Teachers; Campus Committee; Specialists	SPED funds	Throughout the School Year	6-week grades; BOY, MOY, & EOY assessments	State required Assessment results. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
master academic objectives						
Provide access to courses unavailable in district through TxVSN	1, 4, 6	Principals, Teachers, Counselor	Local Funds Computers Grants	Throughout the year	6 weeks grades; semester grades	<b>Course Completions</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### **PERFORMANCE OBJECTIVE #2: Health, Attendance, High School Completion, Safety**

Campus focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates and High School graduation.

- Attendance for all students and student subpopulations will be greater than 95%
- Promote High School graduation and post-secondary choices for all students.

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide extended learning opportunities for students who have failed one or more portions of required	1, 4	Superintendent Principals Teachers Specialists	Math and Reading Labs; Tutorials; Tiered Instruction;	Throughout the school year	week grade reports, progress reports, BOY, MOY, and EOY scores, progress monitoring	<b>State Assessments other assessment scores</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
State Assessments, have demonstrated academic struggles, or are still developing or at risk on any portion of the TPRI, etc.			Local funds; State funds		scores, Unit assessments	Delete – not working 1 2 3 4
Review and consistently implement the discipline management plan and Student Code of Conduct to maximize positive student behavior.	8	Superintendent ; Principals; Teachers; Paras;	ISS; DAEP; RDA Report; Code of Conduct; State/Local funds	Discipline Management Plan and Student Code of Conduct reviewed in summer; implementation throughout the school year	Attendance in ISS & DAEP; Number of discipline referrals; Number of positive behavior referrals	Number of referrals that result in ISS and DAEP; Suspension and expulsion rates; Evaluation by Principals and Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Adopt effective and comprehensive discipline strategies, classroom management, crisis management, and conflict resolution plans	8	Superintendent ; Principals; Teachers; Paras;	Professional development as needed; Review classroom management strategies with teachers as needed; State/Local funds	Plans reviewed during summer; implementation throughout the school year	Attendance in ISS & DAEP; Number of discipline referrals	# of referrals that result in ISS and DAEP; Suspension and expulsion rates; Evaluation by Principals and Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide an effective and comprehensive Discipline Alternative Education Program	4, 8	Superintendent Principals	DAEP Classroom; State/Local Funds	Establish prior to school year; implementation throughout the school year	Attendance in DAEP; academic progress of students in DAEP	Evaluation by Principals and Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide prevention programs in the areas of drugs, violence, and suicide: PBS; Red Ribbon Week; Conflict Resolution; Bullying Prevention	8	Superintendent Principals; Counselors;	Local Funds; TxDOT	Throughout the school year	Plans and dates of activities	Evaluation report of serious violations and evaluation of program effectiveness by Campus Committee, Principals Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide accelerated educational program services for all students identified at-risk	1, 4	Superintendent Principals; Counselor; Teachers.	SCE Funds; ESL Funds; Local Funds; State Funds; Tutorials	Throughout the school year	Number of students served.	State Assessment results, TELPAS results, and results of other appropriate assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Maintain campus attendance rate at greater than 96%	1	Principals; Counselor; All teachers; Truancy Officer; Attendance Committee	Local Funds	Daily Checks	Monitor attendance; Rewards Parent notification - report cards and progress reports	TAPR report; PEIMS Attendance records Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Increase campus attendance rate to greater than 95%	1	Principals; Counselor; All teachers; Truant Officer	Local Funds	Daily checks	Monitor attendance	TAPR report; PEIMS Attendance Records Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Monitor student absences, tardies, and communicate these with parents	1,5	Principals; Attendance Committee	Local Funds	Daily checks	Monitor attendance Truancy Prevention Measure program	TAPR report; PEIMS Attendance records Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Maintain and revise as need the Emergency Operation Plan and Safety Measures	8	Morton ISD Safety and Security Committee	Local Funds	Plan developed and distributed; charts in classrooms Calendar of drills published;	Drill response time; Evaluation of accurate and efficient emergency response	Evaluation of response to any emergency incident; Safety audits when required Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
				Practice drills		
Administer Fitnessgram to all students and utilize data to improve and provide additional fitness activities.	8	Principals; Nurse; P. E. Teacher AD; Tech. Director	Local Funds	End of School Year	Review of completion of Fitnessgram	<b>Fitnessgram data</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Adopt and implement policies dealing with dating violence, sexual harassment, and sexual abuse of children	2, 8	Principals; Nurse; Counselor; Staff; Special Programs Director	Local Funds	Training conducted during Professional Development days	Review of incidents by principals and counselor	<b>Review of incidents by leadership team and District Committee when appropriate Committee when appropriate</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Train teachers and staff in reporting child abuse (FFG Legal)	8	Principals; Superintendent ; Special Programs Director	Local Funds	Prof Dev./Training can be before first day of school or during year	Review of reporting incidents by principals, counselor	<b>Review of incidents by leadership team</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Train all extracurricular sponsors in CPR; Stop the Bleed	8	Nurses Sponsors	Local Funds	Training conducted during Prof Dev. days	Training certificates	<b>Review of completed training by leadership team</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
COVID-19 Protocols Continue with education, hand sanitizer, Germblast 4 times per year, and fogging/deep cleaning as needed	8	Superintendent Principal Maintenance Director Nurse, All staff	Local Funds, COVID-19 funds for PPE	Varies on changes in state regulations	COVID documents COVID cases	Review procedures  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Encourage healthy choices of staff and students: SHAC Wednesday memo	2, 8	Nurse, SHAC committee Superintendent	Local Funds	N/A	Weekly Memos SHAC Agenda	Review procedures quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### PERFORMANCE OBJECTIVE #3: Technology

- Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Continue to seek all available resources to improve and increase	6	Superintendent; Technology Director;	Internet; TEA; ESC 17;	Throughout the school year	Computers, interactive boards, document	Computers and other technology hardware and

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
technology hardware and software		Principals Business Mgr.	E-Rate; Programs such as Education Galaxy Tinker Schoology; GoGuardian Google Renaissance (AR) Classlink		cameras, presentation hardware, calculators, tech. accessories, and software ordered and installed	software installed and available for use. Track use of programs thru Classlink.
Provide Career Awareness programs with an emphasis on technology	6, 7	Principals; Teachers; Counselors	Local Funds; ESC 17 Distance Learning Zello Career Software	Throughout the school year	Number of participating students	Career Awareness surveys
Enforce an acceptable use policy for students and teachers using the internet	7, 8	Technology Director; District committee; Principals	ESC 17; policy service	Students sign agreement at registration; enforcement throughout the school year	Policy distributed, discussed, and signed by teachers and students	Number of acceptable use violations reviewed by campus and district committees
Enhance technology skills of teachers and staff through targeted professional development	6	Principals; Staff members; Tech. Director	Local funds; ESC 17; Title II, Part A	Beginning of school Prof. Dev. and throughout the year as needed	Opportunities communicated with teachers/staff thru weekly Tech Talk and other opportunities.	Number of teachers/staff trained
Utilize technology (e-mail database, web pages, social media) to improve communication with	6	Superintendent; Technology Director; Principals; Teachers	Local funds; e-Rate; SchoolMessenger Connect phone system; website;	Throughout the school year	Parent feedback; Website hits	Parent feedback; website hits; evaluation by campus committee



<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
parents and community			Apptegy Parent Portal to Schoology & Gradebook; Marquee,			
Maintain a parent communication phone system for emergency notifications and for information updates	5, 6, 7	Superintendent; Principals; Technology Director	Messenger, Apptegy Morton App, Connect phone system; Use of pre-recorded messages Local Funds	Training before school for users; implementation of system throughout the school year	Logs of calls	Evaluation of successful calls, failed calls
Identify, promote and/or continue the use of research-based curricula via technology to enhance student achievement	4, 6	Technology Dept. staff; Principals; all teachers	Computer labs; Local funds; TEKS-based lesson plans; Programs such as: Moby Max,, Ed Galaxy SuccessMaker, etc.	Throughout the school year and during summer planning	Number of times students are provided with opportunities to use technology; lesson plans; Principal observation	Student success on State Assessments or other assessments.

## **CAMPUS IMPROVEMENT PLAN**

### **PERFORMANCE OBJECTIVE #4: Professional Development (Title I, Part A SWC #4)**

The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide targeted core content professional development, including Gifted and Talented, ESL, At-Risk, and dyslexia training, for teachers and administrators	1, 3, 4	ESC 17 Staff; Administators	State Funds; GT,ESL,Dyslexia;  ESC Contracts	Prior to and throughout the school year	Teacher Training certificates – documentation Staff Development logs	Training completed and strategies implemented. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide appropriate technology professional development for all employees, including technology in core academic areas. Provide a learning management system to support remote learning	1, 3,, 6	Administrators; Tech. Director; Principals; Teachers; ESC 17 staff	ESC Local Staff;	Prior to and throughout the school year	Opportunities communicated with employees	Training completed Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Capacity: 100% of teachers have 30% RBIS represented at proficient or above in grades 4-8 math and ELAR	3, 4	Superintendent; Principals; Teachers; Special Programs Director Data Fellow	ESC; State/Local funds	Ongoing, as needed	Teachers conferencing with specialists and principals about individual needs; Benchmarks	Follow-up between principals and teachers; State Assessments; TPRI; Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Enhance technology skills of teachers and staff through targeted professional development	3, 6	Principals; Teachers; Staff members	State/Local funds; ESC; Local Staff	Throughout the school year	Opportunities communicated with teachers/staff	Number of teachers/staff trained Evaluation of Activity: Completed                      1 2 3 4 Continue                        1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working        1 2 3 4
Provide training in character education	2, 8	ESC; Principals; Teachers; Counselor	State/Local funds; ESC; Local Staff	Staff Development prior to and throughout school year	Recognition of acts displaying good character	Discipline referrals, evaluation by campus committee; Awards Assembly recognition Evaluation of Activity: Completed                      1 2 3 4 Continue                        1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working        1 2 3 4
Maintain the 100% status of “highly effective/certified” teachers; conduct current SBOE Certification checks when hired	3	Superintendent; Principals; Human Resources	State/Local funds; ESC SRSA	Throughout the school year	Check on certification status	Teacher Certification Reports; teacher retention Evaluation of Activity: Completed                      1 2 3 4 Continue                        1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working        1 2 3 4
Attract and retain certified teachers via Job Fairs, and websites		Superintendent; Principals	State/Local funds; ESC, West Texas A&M, Texas Tech, Wayland, LCU, San Angelo State, ENMU	Throughout the school year	Check on certification status	Teacher Certification Reports; teacher retention Evaluation of Activity: Completed                      1 2 3 4 Continue                        1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
			SRSA			Delete – not working 1 2 3 4
Maintain 100% of teachers receiving high-quality professional development	3	Superintendent; Principals; Special Programs Director	State/Local funds; ESC	Throughout the school year	Professional Development workshops; Incentive stipends for new GT certifications	Training received, Individual Staff Development Logs Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Mentor Program for all new teachers	3	Principals New Teachers Mentor Teachers	Local Funds	Throughout the school year	Meeting with mentors	Teacher Retention Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Teachers participate in PLC's to increase curriculum knowledge and implementation skills.	3	Data Fellow	SRSA Funds	Throughout the school year and summer	Meeting with mentor and LCU program directors	Teacher retention (3-year teacher commitment to district) Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN



## CAMPUS IMPROVEMENT PLAN

### PERFORMANCE OBJECTIVE #5: ESL

- 85% of all English as Second Language (ESL) students will pass the required State Assessments.
- All students in need of ESL services will be identified and served.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Identify and provide all LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	4	Superintendent; Principals; ESL Coordinator; ESL Certified Teachers	ESL Funds; State/Local funds;	Beginning of school year/as new students enroll	Home Language Survey; List of ESL students	TELPAS Scores; STAAR Scores EOC Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses of the program	1, 2, 3, 4, 5, 6, 7, 8	Superintendent; Principals; DEIC; ESL Coordinator; ESL teachers	TELPAS Results; STAAR; EOC; Results; RDA; LPAC meeting minutes;	Spring of the current school year	Disaggregated scores of students	Written annual evaluation of ESL program by campus/District Committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4 1, 2

Maintain the low number of parent denials for ESL program	5	LPAC committee; Principals SP Director	State/Local funds	As needed	Conference with parents	<b>List of students with denials</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide staff development of professional staff as well as for paraprofessionals that is researched based	3	Superintendent; DEIC; SPD Principals	Title III LEP SSA; ESC 17	Throughout the school year	Registration for workshops	<b>Attendance Certificates and implementation of the strategies for students</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Ensure that LEP students are not overrepresented in special education or underrepresented in G/T education	1, 4	Superintendent; Principals; Teachers; LPAC Comm; ARD Comm.; GT Comm.	State/Local funds	Throughout the school year	List of identified/recommended students in either program	<b>PBMAS data analysis</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Ensure that information to parents is provided in the home language or the disclaimer is present	5	Principals; ESL teachers; LPAC Comm.	State/Local funds;	Throughout the school year	List of qualified translators	<b>Copies of notices sent to parents</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide opportunities for parents of ESL students to participate in school-sponsored activities	5	Principals; ESL Teachers; LPAC members; PTO	State/Local funds; ESL funds;	Throughout the school year	School calendar of parent involvement activities	<b>Parent Sign-In sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4

Provide information, training and/or resources/materials for parents to support learning at home	5	Principals. Teachers, librarian, counselor	State/Local funds; ESL funds; title 3 funds; translators	Throughout the school year	List of resources and materials to be made available to parents	Signup sheets or check out sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Continue to recruit and retain highly qualified ESL staff including minorities	3	Supt; Principals;	State/Local Funds	Summer or when hiring teachers	Positions posted	Fully certified staff hired Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Ensure that all elementary core content teachers and secondary ELA teachers are ESL certified	3	Superintendent; Principals; ESL coordinator	State/Local funds	Throughout the school year	ESL certification exams	ESL certifications Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Offer and provide, if needed, a summer school program for ELL children who will be entering kindergarten or first grade in the fall	1, 4	Principal ESL teachers	ESL funds State/Local funds	Summer	List of identified students Notifications distributed	Summer school offered if requested by ten or more ELL families Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Address RDA BL/ESL Stages of intervention	4	Principals ESL staff Classroom teachers	Local	At the time of release from TEA	Review of data in stages area	Agenda, sign-in, minutes of meeting to address interventions Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234

						Delete – not working 1 2 3 4
Provide progress monitoring in reading in order to ensure LEP/ELL students are making adequate progress	4	Principal; Teachers; Reading Specialist; ESL Coordinator	Local	August-May	Report cards Unit exams	List of students with passing grades, TELPAS Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Give ample opportunities for ELL students to read/write/listen and speak in the classrooms to improve language acquisition	1, 4	Principals; teachers	Local	August-May	Lesson plans, report cards	TELPAS data Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

### CAMPUS IMPROVEMENT PLAN

#### **PERFORMANCE OBJECTIVE #6: GIFTED AND TALENTED**

- 95% of all Gifted and Talented (G/T) students will pass State Assessments and 50% will score Level III.
- All students in need of G/T services will be identified and served.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
------------------------------	-----------------------	--------------------------	------------------	-----------------	-----------------------------	-----------------------------



Update G/T plan yearly, including written policies	4	Superintendent; Principals; GT Coordinator GT Committee	State/Local funds; G/T State plan	Summer before school year	Agendas, minutes, sign- in sheets	Written policies; G/T Plan Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	4	GT Committee Teachers; GT Coordinator	State/Local funds, Tynker (Steam)	Throughout the school year according to G/T plan and timeline	Training of staff on G/T characteristics and procedures	List and records of student nominations, testing, and meeting minutes. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide an advanced and challenging curriculum, including enrichment activities to all G/T students	1, 4	Superintendent; Principals; Teachers; GT Coordinator	State/Local funds; G/T funds; Tynker	Throughout the school year	Lesson plans; Principal observations	Student Activities; Student scores: STAAR Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Ensure equity of opportunity for all students for identification, selection, and placement of students	1, 4	Superintendent; Principals; GT Coordinator; GT Committee	State/Local funds; G/T funds	Throughout the school year	List of students to be tested	Tests available for students with language other than English/Results of Assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields	1, 4	Superintendent; Principals; Counselor; GT Coordinator; GT Committee	State/Local funds; G/T funds;	Follow timeline as stated in G/T plan. Will occur throughout the school year.	Results of tests given to students kept in student file	Three criteria in place per District G/T policy that is approved by School Board Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Survey staff to determine staff development needs	3	Superintendent; Staff Dev. Comm.	State/Local funds	Spring	SD Comm. Agenda and minutes	Staff Development offered Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide opportunities for G/T students to work together as a group, work with other students, and work independently	1, 4	All Classroom Teachers	State/Local funds; G/T funds	Throughout the school year	Lesson plans; schedules	Lesson plans; Academic competitions Scheduled Activities Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Ensure all teachers who teach in the core content program have the proper certification and/or endorsements.	3	Superintendent; Principals; Teachers; ESC staff	State/Local funds; G/T funds	Throughout school year and summer Prof. Dev.	Interviews, professional development records	Teacher certificates; G/T certification Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Encourage parental involvement and provide opportunities for parents to	5	Superintendent; Principals; Teachers	State/Local funds	Throughout the school year	Parent involvement calendar	Sign-in sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

participate in school-sponsored activities						
--	--	--	--	--	--	--

### **PERFORMANCE OBJECTIVE #7: MIGRANT**

- Morton ISD is part of a SSA with ESC 17
- Morton ISD currently has no migrant students

## **CAMPUS IMPROVEMENT PLAN**

### **PERFORMANCE OBJECTIVE # 8: PRE-KINDERGARTEN**

- 90% of all Pre-K students will be on track to pass 3<sup>rd</sup> grade STAAR assessment.
- 90% of all Pre-K students will make measurable progress on reading readiness assessments Grades K-3.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Ensure that all teachers/ paraprofessionals teaching in the program have the proper certification and/or endorsements	3	Superintendent; Principals	Local funds; Head Start PreK Grant	Summer and/or during hiring process	Interview process	Teacher certificates and Highly qualified documentation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4

Provide research-based staff development for professional/ Paraprofessional staff with input from staff through PLC's.	3	Superintendent; Principals; ESC, Data Fellow	State funds; Local funds PreK Grant	Summer or during school year if needed; Weekly PLC's	Staff development calendar	<b>Attendance certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities	5	Principals; Staff	State funds; Local funds PreK Grant	Throughout the school year	Parent involvement activity calendar	<b>Dates on calendar, agendas; minutes of planning meetings; sign-in sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide a Pre-K curriculum reflecting a balance of all areas of learning and encouraging children to be actively involved and experience a variety of activities and materials	1, 4	Pre-K Teachers; Principals; Superintendent; SPCAA; Curriculum Specialist	State funds; Local funds PreK Grant	Throughout the school year	Observation, Lesson plans	<b>Summary of assessment instruments</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide activities (e.g. registration day, roundup, classroom/campus visitation) to ensure a smooth transition for children into the public school	5	Principals; Pre-K Teachers; Counselor; Office Staff	State funds; Local funds; Parent Surveys PreK Grant	Throughout the school year	Activities scheduled notification, agenda, handouts	<b>Observations; Number of students registered;</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

Publicize four-year-old program through communication to the population in the district. No restrictions on qualifications.	5	Principals; SPCAA FSW	Local funds	Throughout the school year	Newspapers, Letters, Notices posted, Facebook	Copies of notices PK registration Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
---	---	--------------------------	-------------	----------------------------	---	--

## CAMPUS IMPROVEMENT PLAN

### PERFORMANCE OBJECTIVE #9: SPECIAL EDUCATION, DYSLEXIA, & 504

- 100% will show a 6% increase in reading and math, grades 4 - 8.
- All students identified as Special Education will receive appropriate services
- 85% of all Dyslexia students will pass required State Assessments.
- All students identified with dyslexia or a related disorder will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Ensure all teachers and paraprofessionals have the proper certification	3	Superintendent ; Principals; SPECO	Sped funds; State/Local funds	Summer and throughout school	Review of personnel files	Teacher and Paraprofessionals certificates on file Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4

required to teach in this special program				year, as needed		Continue/modifications1234 Delete – not working 1 2 3 4
Provide research-based staff development with input from staff	3	Superintendent ; Principals; SPECO; Teachers;	SPED funds	Throughout the school year	Staff development calendar	<b>Attendance certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Ensure that all students with disabilities have access to the general curriculum in the least restrictive environment possible	1	Superintendent ; Principals; Counselor; ARD Comm. SPECO	SPED funds; State/Local Funds;	Throughout the school year	ARD/IEP for each student	<b>Student schedules; ARD meeting minutes</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide training to teachers regarding modifying the curriculum for students with disabilities and following IEPs	3	Sped Staff. ESC; SPECO	SPED funds; State/Local funds	Throughout the school year	Prof. Dev. calendar; Training done as needed	<b>Sign-in sheets; Documentation of modified work</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide opportunities for parents of students with disabilities to participate in school-sponsored activities	5	SPECO; Principals; SPED Staff; ESC staff; Teachers	SPED funds; State/Local funds;	Throughout the school year	Parent Involvement activity calendar	<b>Sign-in sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4

Conduct a comprehensive Response to Intervention (RTI) Program that includes diagnostic assessments of students with disabilities; prescribed interventions; and progress monitoring	1, 4	SPECO; Reading Specialist; Principals; Prescriptive Interventions; Progress Monitoring Assessments	SPED Funds; State/Local funds; STAAR results; TELPAS; TPRI; AR; Intervention Programs	Throughout the school year	Disaggregated data; STAAR results	IEP/Needs identified; STAAR results; Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide training to ARD committee	3	SPECO; ESC; Staff	SPED Funds; State/Local Funds; SPECO; ESC 17	Throughout the school year	Training scheduled	Sign-in sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
If identified as a Stage of Improvement for RDA, then address RDA indicators with a Performance Level of “1” or greater in the TAIS system in the areas staged.	4	Superintendent ; District Comm; SPECO; Principals;	SPED funds; State/Local funds	Fall of school year after PBM is released	Campus Plan; District Plan to address the needed areas	Documentation from PBM committee meeting to address these needs and TAIS documents on file. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Identify students with dyslexia or a related disorder and provide	1, 4	Superintendent ; Principals; Counselor;	State/Local funds;	Throughout the school	Staff training to identify struggling students	List of students eligible for services Evaluation of Activity: Completed 1 2 3 4

appropriate instructional services		Teachers;		year when needed		Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1234
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	1	Principals; Counselor; Teachers; Dyslexia specialist	State/Local funds;	Throughout the school year as needed	Written procedures	Students identified and served through the programs Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Annually align SBOE approved procedures and district/campus procedures	1, 4	Teachers	State/Local funds	Throughout the school year	Draft of written procedures	Written procedures adopted Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Provide services for students who may be eligible under Section 504 or IDEA	1, 4	Superintendent Principals; 504 Committee;	State/Local funds;	Daily, throughout the school year	List of students identified	List of students served Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4



						Delete – not working 1 2 3 4
Provide training for teachers of dyslexic students	3, 4	Superintendent ; Principals; Counselor; ESC	State/Local funds;	Throughout the school year	Training ongoing	Attendance certificates Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Monitor student progress	4	Teachers Principals	State/Local funds;	Throughout the school year	Progress Measurements	Skill mastery of students and student achievement Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Ensure teachers of dyslexic students have proper training, certification, and/or endorsements	3, 4	Principals	State/Local funds; ESC	Summer or during year if needed	List of teachers providing services	Teaching certificates Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Conduct a comprehensive needs assessment	1, 2, 3, 4,	Principals; DEIC; teachers	State/Local funds;	Ongoing with CNA	List of students identified;	Disaggregated data and success of students Evaluation of Activity:

to determine program areas of strengths and weaknesses	5, 6, 7, 8		Assessments		assessment results	Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Provide services for students according to their needs	1, 4	Principals; Specialists.	State/Local funds;	Daily throughout the school year	List of students identified; classroom success; grades/test scores	Increase in test scores or other assessments used Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	5	Principals; Teachers; PTO	State/Local funds;	Throughout the school year	School calendar of parent involvement activities	Parent Sign-In sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
Provide a continuum of services tailored to meet the individual needs of students with dyslexia and related disorders.	1, 4	Principal Dyslexia Teacher	Dyslexia Intervention Curriculum	August-May	List of services including type of curriculum provided to students.	Student progress in academics as measured by unit exams and state assessments Evaluation of Activity: Completed 1 2 3 4

						Continue 1 2 3 4 Continue/modifications 123 4 Delete – not working 1 2 3 4
--	--	--	--	--	--	---

### CAMPUS IMPROVEMENT PLAN

#### PERFORMANCE OBJECTIVE #10: Career and Technical Education (CTE)

- 85% of all CTE students will pass required State Assessment or an appropriate alternate assessment.
- All CTE students will receive appropriate services and support for their chosen vocational clusters.

Provide vocational and technical education programs to all eligible students, especially special populations students	1, 4, 7	Administration CTE staff	CTE funds Local State Grants	August – May; Summer CTE Grant	Student choice cards	<b>Courses scheduled</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Utilize the CNA to determine areas of strengths and weaknesses of CTE and Tech Prep programs, including completion/graduation rates and demographics	1, 2, 3, 4, 5, 6, 7, 8	Administrators Counselor CTE Staff	CTE funds	May	Disaggregated data	<b>Annual evaluation report of all individual programs and the overall CTE program.</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Utilize the DEIC in an annual review and update of instructional objectives to ensure relevance to current business/industry workforce preparation practices (including Tech Prep	1, 4, 5, 7	CTE Staff Program administrator DEIC ESC 17	CTE funds Perkins	Fall Spring	Mid-year review of programs	<b>Results of annual program review and update</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

Integrate CTE and academic/technical program.	4, 7	CTE Staff Academic Staff HS Principal	Tech Prep	On-going	Meeting records Written plan for integration	Annual CTE program evaluation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Encourage students to pursue a coherent sequence of courses	1, 4, 7	Counselor SPC Principals	Perkins, SCE	Spring Semester	Student choices	Courses scheduled Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Ensure CTE students have a four-year plan showing the coherent sequence they are pursuing	7	Counselor SPC Principals		Spring/Fall	Mid-year check of student plans	Number of CTE students with four-year plans on file with counselor Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide course offerings in the following areas: Family Consumer Science, Vocational Agriculture, Business, Technology; Medical	4, 7	Administration CTE Teachers	CTE, local	August	List of course offerings	List of students enrolled in CTE classes Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Continue to recruit, develop, retain certified	3,7	Administration DEIC	Local funds	Spring/Summer	Positions posted	Fully certified staff hired Evaluation of Activity: Completed 1 2 3 4

CTE staff including minorities						Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide staff development and technical assistance for professional staff that is researched based with input from staff.	3, 7	Administrators SPC ESC 17	Perkins	Fall/Spring/Summer	Staff development registrations	<b>Attendance certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Ensure that information to parents/students/community is provided in the home language	5, 7	CATE teachers Administrators Translator	Perkins Local	August-May	List of translators	<b>Copies of notices sent to parents and students</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide opportunities for parents of CTE students to participate in school activities	5, 7	Administrators CATE teachers Counselor	Perkins, local	Fall/Spring	School calendar	<b>Parent Sign-In sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Strive to provide CTE programs that lead students to receiving professional level license and/or certifications	4, 7	Administrators Counselors SPC	CTE, Perkins, Technology, local	August-May	Research presentation of possible course offerings	<b>Courses offered for licensing/ Certification</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Continue to provide career Awareness	4, 7	Administrator Counselor	CTE, Perkins, local	Fall/Spring	Schedule of programs and or classes	<b>List of participating students</b> Evaluation of Activity:

programs in grades 7 to 12.						Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Offer a Career Investigation course for 7-8 or a Career Connections course for 9-12	4, 7	Counselor Principal	Local	Fall/Spring	Presentation of possibility of course offerings	<b>Course offerings</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide transition activities for middle school grades to high school or from high school grades to work or to post-secondary education.	4, 7	Counselor Principal	Perkins, Local	Spring	Lesson plans	<b>List of students participating</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Address any RDA or OCR compliance issues	4, 7	Administrator	Local	Fall/Spring	Agenda	<b>Written strategies to address issues</b>
Ensure students with disabilities are considered for placement in CTE courses; ARD committee includes CTE staff member	1, 4, 7	Administration CTE staff SPED staff	Local, federal, state	Fall/Spring	Scheduled ARDs	<b>ARD minutes</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide activities that overcome barriers that result	1, 4, 7	Counselor Administration CTE teachers	Time; Local, Federal; State	Spring	Activities scheduled	<b>Student participation</b> Evaluation of Activity: Completed 1 2 3 4

in lowering rates of access to CTE programs for special populations.						Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Ensure members of special populations will not be discriminated against in the provision of services	1, 4, 7	Counselor; Administration; ARD Comm.	State, local, federal	Ongoing	District demographic s	<b>Special populations participation in CTE courses</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Promote preparation for non-traditional participation and employment	1, 4, 7	Counselor CTE teachers	CTE, state, local	Fall	List of students	<b>Post-graduation follow-up; Accountability data</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Advise students, parents, employees, and general public that CTE programs will be offered without regard to race, color, national origin, sex, or disability	5, 7	Administration	Local	Prior to start of school	Notification prepared	<b>Copy of notification and how it was disseminated</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Students with disabilities are not excluded from	1, 4, 7	Administration Counselor SPED staff	local	Beginning of each semester	List of SPED students participating	Interview results with students;



vocational, career, or academic programs; or courses, services, or activities.		CTE staff			in CTE courses and their location	<b>observation reports</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Ensure students in protected groups do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language or disability related needs.	1, 4, 7	Counselor Principal SPED staff CTE staff	Local	At times of student wanting to drop out of course	List of students no longer in program	<b>Interviews</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Ensure PEIMS/other data is reported correctly	7, 8	PEIMS coordinator Administrators	Local	Fall, Mid-Year, Summer submissions	Preliminary PEIMS reports	<b>PEIMS, PBMAS, procedures for data quality</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Review labor market data and workforce trends to implement programs that provide students with technical knowledge and	1, 4, 7	CTE staff Administrators Counselors	Local	End of year	Collect resources	<b>Review of resources and list of recommended programs</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

skills essential for high skill, high wage careers						
--	--	--	--	--	--	--

**PERFORMANCE OBJECTIVE #11: STATE COMPENSATORY EDUCATION – Supplemental Funds (55% for direct student services = \$253,131**

- 100% of students will show a 12% gain in reading and math in grades 4-8. Morton School is a Title I, Part A Schoolwide Program with a student poverty rate above 40% that uses SCE funds to upgrade instructional services for at-risk students on the Schoolwide Campus with SCE \$460,238 and (33) FTE's. All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving at risk of not meeting Texas assessment standards. Schoolwide strategies are located throughout the plan. Title IA total budget \$ 172,115. Title IIA \$ 22,074 and Title IVA\$ 12,958 100% of TIIA and TIVA funds are used to meet the intents and purposes of Title IA through REAP.

<i>Strategies/Activities</i>	<i>School Wide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Determine total amount of SCE funds for campus to improve student performance for at-risk students	3	Superintendent. Business Manager	State/Local Funds; TAPR	Summer	Disaggregated data	Areas of strengths and weaknesses identified Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
Determine total full-time equivalents (FTEs)	3	Superintendent; Business Mgr.; Special Programs Director	State/Local funds	Summer	Daily class schedules; PEIMS	Increase student scores on state assessments Evaluation of Activity: Completed 1 2 3 4

						Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide intervention and remediation services for those students who failed EOC exams	4	Principal Teachers	SCE HS Allotment; HIT (High Intensity Tutoring); TCLAS grant	Summer and school year; Daily HIT	List of EOC failures scheduled into intervention or remediation instruction	List of students who met standards on EOC after intervention/ remediation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Develop a policy for identifying, entering, and exiting students from the SCE program calculation of 110% and cost of regular ed program	4	Superintendent; Principals; Business Mgr.; Special Programs Director	State/Local Funds	August	Meeting to develop policy	Local policy Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	8	Superintendent; Principals; Counselor; PEIMS Coord. SP Director	State/Local funds	Beginning of school year and updated as needed	List developed	All teachers with list and supporting documentation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Conduct a comprehensive needs assessment which includes but is not limited to State	1, 2, 3, 4, 5, 6, 7, 8	Superintendent; Principals; Counselor; Teachers; DEIC	State/Local funds; SCE funds	May or August	Data disaggregated for at-risk students	Results of comprehensive needs assessment addressed in CIP/DIP Evaluation of Activity: Completed 1 2 3 4

assessments and dropout rate						Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Serve students who failed a current year readiness test with accelerated, intensive program for early literacy	1, 4	Principals; Counselor; All teachers; Reading Specialist	SCE funds; State/Local Funds; Amplify; Zearn tutorials with vetted tutors	Throughout the school year as students are identified	Identified students failing readiness test placed in program	<b>Student achievement in tutorials;</b> <b>Assessment results</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide accelerated, intensive program for At-Risk students failing the STAAR assessment	4	Principals; Teachers; Specialists	SCE Funds; State/Local funds; TCLAS grants; Lohah Program; HIT	Throughout the school year as students are identified	Progress reports;  Report card grades; Formative and Summative assessment results	<b>Improved student success on State Assessments or end of year grade-level assessments.</b>  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide program for students in DAEP, expelled, on parole and/or probation	1, 4	Principals; Counselor; Teachers	SCE funds; State/Local funds	Throughout the school year	Disciplinary records; Report card grades	<b>State Assessment results</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Conference with parents. Encourage parental involvement and provide opportunities for	3	Principals; Teachers; Campus Comm.	State/Local funds	Throughout the school year	Parent involvement calendar	<b>Evaluation of parent involvement activities</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234

parents to participate in school-sponsored						Delete – not working 1 2 3 4
Provide tutors on a daily basis for students.	1, 4	Superintendent; Teachers; Principals; Online tutoring;	SCE; TCLAS grants	Throughout the school year	Tutoring logs	Student achievement; Promotion; TPRI/ TELPAS/STAAR/EO C; other assessment scores Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide highly qualified educational paraprofessionals to support classroom instruction in a small group setting.	3	Principal Teacher Para	SCE	As needed	Teacher made plans for the para. List of students needing the extra support	State Assessment data, Report Cards Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide highly certified educational tutors to serve students who failed one or more areas of state assessments	3	Superintendent Grants and Spec. Prog Director Principals Teachers Vetted online tutors	State Funds	Throughout the school year	Identified students failing assessments placed in programs before, during, and after school	State Assessment data Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Evaluate SCE program for effectiveness in meeting the needs of at-risk students.	1, 4	Superintendent; Principals; Business Manager; DEIC; SP Director	State/Local funds	Spring during Program evaluations	Data collected	Modification of SCE program for At-Risk students to meet all identified needs Evaluation of Activity: Completed 1 2 3 4

						Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Compile a report that compares state assessment data of students at risk of dropping out of school and all other district students.	4	Superintendent; Principals; Counselors; Teachers; SP Director	SCE funds; State/Local funds	June after data is received	Disaggregated data	<b>Written reports</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide research-based professional development to staff to assist students at risk of dropping out of school.	3	Superintendent; ESC Curriculum Contract; Principals: DEIC SP Director	State/Local funds; ESL funds; SCE funds SPED	Throughout the school year	Staff development calendar	<b>Attendance certificates; Sign-in sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Submit DIP and 2 CIP's if district receives \$500,000 SCE funds or more – <i>Morton School will not submit DIP/CIP</i>	1	Superintendent; Grant and Special Programs Director Principals	DIP/CIP for prior school year	July	Plans completed	<b>Posting of plans on website and electronically submitted to TEA.</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
SCE funds are coordinated on the campus with the following federal funds: Title I, Part A	1	Superintendent; Business Mgr.	SCE funds; Title I, Part A funds	July	Preliminary budget	<b>Audit</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Local School Board annually	1	Superintendent Board Members	State/Local funds	Summer	Data compiled	<b>Board minutes</b> Evaluation of Activity:

evaluates SCE program						Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
-----------------------	--	--	--	--	--	--

To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

### PERFORMANCE OBJECTIVE #12: Title I, Part A Intent and Purpose

100% of students will show a 12% gain in reading and math in grades 4-8. Morton School is a Title I, Part A Schoolwide Program with a student poverty rate above 40% that uses SCE funds to upgrade instructional services for at-risk students on the Schoolwide Campus with SCE \$460,238 and (33) FTE's. All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving at risk of not meeting Texas assessment standards. Schoolwide strategies are located throughout the plan. Title IA total budget \$ 172,115. Title IIA \$ 22,074 and Title IVA\$ 12,958 100% of TIIA and TIVA funds are used to meet the intents and purposes of Title IA through REAP.

Evaluation of Plan Activities listed under the Summative Evaluation column.

Activities reviewed during the year as numerated: 1-October/November; 2-January/February; 3-March/April; 4-May/June.

<i>Strategies/Activities</i>	<i>SchWide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
<b>Comprehensive Needs Assessment:</b> Planning Team will make data-driven decisions for the entire campus toward the goal of maximizing student achievement for all students. The Team will	1, 2, 3, 4, 5, 6, 7, 8	Superintendent; Principals; Counselor; Grants and Federal Programs Director; Data	TAPR; Federal Report card; State Report Card; Attendance; Discipline;	Throughout the school year	Disaggregated data	Areas of strengths and weaknesses identified and CNA developed and modified as needs change.

analyze data from state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Campus profile and vision will be included.		Fellow; RSSP Team	Staff and parent surveys;			See CNA at the beginning of this plan.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
<b><u>Schoolwide Reform Strategies</u></b> *Ensure school-wide reform research-based strategies and methods for <i>tiered intervention</i> that address areas of weaknesses are identified in the CNA. *Review master schedule to identify opportunities for <i>extended learning time</i> *Investigate how manipulatives are used in various core areas *disaggregate data by sub-groups to determine programs; effectiveness in meeting the needs of underserved students populations	4	Principals; Teachers; Data Fellow	<b>Title I, Part A \$ (6300)</b>  Title II, Part A (REAP); State/Local funds; POA	Throughout the school year	Daily class schedules; All diagnostic and progress monitoring assessments; HIT; LOHAH	Increased student scores State required Assessments, TPRI, etc.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
<b><u>Instruction by Effective/Certified Staff</u></b>  *Ensure instruction of all students by effective staff - review all required data (matrix)  *Ensure all TIAS Wide Assisted program paraprofessionals are HQ	3	SBDM - campus and district committees; Federal Program Director; Principals; Data Fellow; Instructional Coaches	ESSA funds for schoolwide classroom teachers TCLAS  TIA - 6100 \$	Throughout the school year  Before school begins - Review all certifications against the master schedule.	PLC's  List of all teachers providing instruction on each campus  Determine if teachers are certified for their	Teacher certificates and years of experience on file and completed for each teacher.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4



<p>and certified for their positions before hired</p> <p>*Provide time for PD</p> <p>*Provide <i>mentoring</i> system – Instructional Coaches</p> <p>*Monitor instruction by frequent walk-throughs</p>			<p>(R) (T) TIIA – 6100 \$</p> <p>(R) (T) TIVA – 6100 \$</p> <p>Title V- TIA SW 6100 \$</p>	<p>Update CIP to address District Strategies addressing any equity gaps or Root Causes</p> <p>Address selected strategies identified in Root Causes for Long Term Implementation of District Equity Plan</p>	<p>current assignments on the master schedule.</p> <p>Review service records for number of years experience.</p> <p>Complete Effective Teaching Matrix for each teacher including: certification, years of experience, and information on how they met the District Definition of Effective Teaching including (at a minimum): teaching performance; student learning; student engagement.</p>	<p>Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p> <p><b>Submitted Campus PR1500</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p> <p><b>Submitted District Equity Plan</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p><b><u>High Quality and Ongoing Professional Development</u></b></p> <p>*Select PD to meet the specific needs of teachers, paras, principals, parents, students</p> <p>* Utilize video conferencing and/or online training</p> <p>*Provide PD throughout the year for staff required to be certified for what they teach.</p> <p>PD may be provided through Conferences, ESC, or locally developed</p>	3	Superintendent; Principals; ESC 17 Core Curriculum Contract; Data Fellow ELAR Consultant	<p>TCLAS</p> <p>SRSA Grant \$2500</p>	Summer and throughout the school year	Staff development calendars	<p><b>Attendance Certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>

<b><u>Attract Highly Effective/Certified Teachers</u></b> * advertise on web and ESC *attend job college and ESC job fairs *Provide mentoring program *provide effective leadership *provide on-going and “catch-up” training for programs already in place	3	Superintendent; Principals	State/Local funds; Job Fairs; Post jobs to be filled by certified teachers in newspapers and websites ESC TIA	Throughout the school year as needed	Grade level vacancy list	Highly qualified (certified) staff hired during interview process Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
<b><u>Ensure retention efforts</u></b> of highly qualified (certified) staff are implemented thru the use of Professional Development and TIA	3	Superintendent; Principals; Counselor	State/Local funds; TIA SRSA Grant \$15,300	Throughout the school year	Teacher Evaluations Parent/Student Surveys	Staff Interviews Staff Retention Rates Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
<b><u>Increase Parent/Family Engagement</u></b> Provide activities that are planned by parents in order to increase parent involvement, such as family literary services * <u>Notification:</u> 1) provide information to parents in a language and format they understand 2) parents right to know teacher and paraprofessional qualifications,	5	Principals; Counselor; Teachers; Parent representatives; Campus Comm. District Comm.	State/Local Funds	Throughout the school year -Registration packets -TIA Annual parent Meeting -PK-5 teacher conferences - District/campus websites	Parent Involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4

<p>3) parents' right to notification of non-certified teachers assigned to their child, 4) annual report cards, 5) reports regarding student achievement, 6) parental/family engagement policy and school-parent compact; 7) frequent reports on student progress; 8) post schoolwide plan on the website; 9) homeless liaison informs parents of opportunities for their homeless students; 10) option to not release student information to military recruiters; 11) follow FERPA policies and practices</p> <p><u>Title III-LEP</u> – outreach – inform parents of LEP students: 1) how to be involved is child's instructional services; 2) identification procedures and program goals.</p> <p><u>Right to transfer</u> -</p>						
--	--	--	--	--	--	--

<p>1) notify parents if their student is a victim of a violent criminal offense on school property.</p> <p>Notify parents if campus is identified as Persistently Dangerous.</p> <p><u>Consultation:</u> 1) Include parents in the development evaluation of the engagement policies and school-parent compact.</p> <p>2) Have face-to-face parent conferences for PK-5.</p> <p>3) Development of Schoolwide Plan, Program Plans and Consolidated Application- (reservation of funds for parent involvement)</p> <p>4) Title III-consult with educators and parents in the development of the plan.</p> <p>5)Title IA Annual Parent Meeting to explain the program, requirements, right to be involved and opportunity to request regular meetings.</p> <p><u>Building Capacity:</u></p> <p>1)Assist parents in understanding the state's</p>		<p>Superintendent Principal Counselor; Data Fellow</p>	<p>SBOE Policy; TCLAS Decision 3</p>	<p>August notification of policy. Within 14 days anytime an offense may occur.</p>	<p>FDD Policy updates</p>	<p><b>Notifications and results</b></p> <p>Evaluation of Activity: Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>
---	--	--	--	--	---------------------------	---

curriculum and required assessments, requirements of Title I, Part A. 2)Provide materials and training in areas such as literacy or technology.						
<b><u>Transition</u></b> 1)Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary grades- provide explanations of curriculum, procedures and student expectations *Coordinate EC and KG professional development *Provide KG teachers with EC portfolios and assessments for each student *Provide frequent communication with parents regarding their child's progress and parent activities  Junior High School High School  2) Provide informational parent rights including expectations/curriculum/state assessments/post-secondary opportunities	1, 4	Principals; Counselor; Pre-K Teachers; Office Staff	State/Local funds	Spring of the school year	Schedules; Teacher lesson plans; list of activities and/or handouts	List of children/parents attending Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4

<b><u>Teacher Decision-Making Regarding Assessments</u></b> *Provide opportunities for CTE and noncore teachers and core teachers in conjunction with RSSP team to work together in developing student assessments such as: benchmarks, observation tools, performance assessment, teacher made assessments, student inventories * Provide PD on using data to make instructional decisions, improve curriculum and design assessments		Principals; Counselor; Campus Comm.; RSSP; Data Fellow; TIA	State/Local funds TCLAS; TIA	Throughout the school year, as needed; August-September will be the first survey	Agenda item and/or survey	List of assessments to be used Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
<b><u>Provide effective, timely, additional assistance to students</u></b> who experience difficulty mastering the proficient or advanced levels of academic achievement standards *Analyze individual student data Provide extended learning opportunities (tutoring, Saturday school, summer school) * Provide individualized and small group learning sessions	1, 4	Principals; Counselor; Teachers; HIT; Just in Time Tutoring; LOHAH	SCE funds; State/Local funds TCLAS, Decisions 6 & 11 Title III-LEP ESSER I, II, III	Throughout the school year: Tutorials; Small-group instruction; CAI; Extended Learning; Individual instruction	Three week progress reports; 6 weeks report cards; Final report cards	Report Cards; State Assessment results; Summer Enrichment Programs; tutorial lists; CAI intervention schedules Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4

*Incorporate computer assisted learning *Incorporate modifications/accommodations for curriculum activities *Provide counseling						
<b>Coordinate and integrate federal, state, and local services and programs with the schoolwide program.</b> Programs listed in funding column are coordinated as well as PD, Parental engagement activities.	1, 2, 4	Principals; Counselor; Campus Comm.; ESC; Specialists	Title I, Part A; Title II, Part A SCE funds; CTE; State/Local funds; SPED funds; G/T funds; ESL funds Title III-LEP (SSA with ESC) Dollar amounts in preface of plan	Throughout the school year at Staff Meetings, Parent Meetings, etc.	Agenda and minutes of meetings	List of programs by campus and district Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4

Evaluate parent/family engagement program and policy and include parents in the process	5	Principals	Evaluation document; Campus Comm.; District Comm Evaluation meeting	Spring of the school year	Results of evaluation	Adjustments made to program/policy Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct annual Title I meetings with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved. At least 2 meeting will be held at different times.	5	Principals; Counselor; All teachers	Forum for the Title IA meetings such as: Meet the Teacher Night, Curriculum design, Parent Nights <b>Title I, Part A; \$</b>	Week before school starts and during the school year as scheduled on calendar	Meetings scheduled	Sign-in sheets Agenda Power Point Handouts Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
Revise annually the School-Parent Compact and provide in Spanish	5	Principals; Counselor; Campus Comm.	District Comm Spring Meeting for Program evaluation or Separate meeting for parents before the District Committee meets	Spring of the school year	Agenda, minutes, draft of compact	Written compact Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4



Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school	3	Principals; Counselor; Campus Comm;	State/Local Funds;	Throughout the school year and summer – staff meetings, SBDM meetings, etc.	Agenda, Minutes, handouts from planning meetings, website	Staff development calendar Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide information/ communication in a format and in a language that parents can understand and provide translation services as needed or requested	5	Teachers; Principals; Spanish Translators	State/ Local Funds;	Throughout the school year as needed	List of interpreters/translators	Copies of information/ Communications/ Documents/list of staff available to translate Website Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide parents information on the level of achievement of parent's child on any state required assessment	5	Principals; Counselor;	State/ Local Funds;	As tests results are received	Students names and their achievement level	Copy of notice sent to parents or shown to parents at Goals Days and required state assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Provide timely notice that the parent's child has been assigned to a teacher who is not certified for assignment	5	Principals; Superintendent	State/ Local Funds	End of September and anytime during the year that it is needed	List of teachers not Certified – DOI wording pertaining to certifications	Copy of notice sent to parents Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Contract for technical assistance for Title IA program/fiscal/compliance issues-reserved at the district level	8	Superintendent; SBDM Spring Business Mgr.	Reserved at the district level.  Title I, Part A; \$10,000	Throughout the school year as invoiced	Contract	Invoice indicating the services provided. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide highly qualified educational paraprofessionals to support classroom instruction in a small group setting.	3	Principal Teacher Para	SCE	As needed	Teacher made plans for the para List of students needing the extra support	State Assessment data, Report Cards, Unit tests Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Address any Results Driven Accountability (RDA) issues	4	Superintendent Principal Consultant	Local	At the time TEA releases information	Review ICS level 4. The reports were ready to submit on time, but were not submitted.	Agenda, minutes from any required meetings. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

						Delete – not working 1 2 3 4
District Reservations 1. Homeless - for services as needed 2.District Administration 3.Technical Assistance	8	Superintendent Business Office Homeless Liaison	<b>Reserved at the district level</b>  <b>Title I, Part A; \$100</b>	Check at 3 weeks and 6 weeks	Review of identified homeless student grades	Extra duty pay agreements, time logs; students served Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### CAMPUS GOAL #2: Employ and support quality teachers, administrators and staff

#### PERFORMANCE OBJECTIVE #1: HIGHLY CERTIFIED TEACHERS AND STAFF

- All students will continue to be taught by certified teachers and highly qualified paraprofessionals.
- *Title I, Part A School-wide Component: Instruction delivered by Highly Certified Teachers*

<i>Strategies/Activities</i>	<i>Title I Comp #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Conduct recruitment activities to ensure highly qualified	3	Superintendent; Principals;	State/Local funds;	Throughout the school year	HQ Survey: Number of positions	Positions filled by highly qualified staff. Documentation

personnel in all positions. .			Job fairs (ESC and Universities); posting vacancies in multiple sites; webpage with positions posted SRSA funds		posted, number of job fairs attended; number of completed applications	kept in Central Office with Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Establish an effective teacher mentoring system in order to retain highly qualified staff.	3	Principals; Experienced Teachers; New teachers; ESC	State/Local funds SRSA funds	Throughout the school year	Checklist	Conference with principals, mentor, and mentee conducted at end of each semester Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Analyze data from all teacher certifications, testing, staff development, college transcripts, and service records to ensure that all meet highly qualified status	3	Superintendent; Principals; Special Programs Director	Time; Master schedules; State/Local funds TEA website for certification and testing documentation	August or when hiring	Highly Qualified analysis forms	Highly Qualified form completed with information on all teachers' certifications; Principal Attestation; TEA HQ Report Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Assist teachers in maintaining or attaining certification in order to assure all	3	Superintendent; Principals;	State/Local funds; LCU Teacher preparation program	Throughout the school year	List of teachers who do not meet highly	HQ plan completed on each teacher not HQ; HQ report shows 100% Evaluation of Activity:

staff is highly qualified			SRSA funds		qualified requirements; Individual Non- HQ teachers plans	Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Analyze data from paras' personnel files to ensure all instructional aides are highly qualified		Superintendent; Principals	State/Local funds; Para Schedules	Summer	List of paras not highly qualified	HQ form for paraprofessionals completed; Principal Attestation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Require any instructional paraprofessionals not considered highly qualified to complete, at a minimum, the PAKS before hired	3	Superintendent; Principals	State/Local funds	August	PAKS local evaluation; 48 college hours; Associate degree or higher HS diploma or its equivalent	HQ form completed before date of hire Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide incentives for teachers to attain any extra certifications or endorsements	3	Superintendent; Principals; Business Manager	State/Local funds	Throughout the school year	Communicate these opportunities to teachers	Keep documentation of additional certifications with HQ information Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Assign highly qualified teachers in equal proportions to all grade levels,	3	Superintendent; Principals; Counselor	State/Local funds	July & August when scheduling	Record of assignments	Staff directory; Class rosters; PEIMS Evaluation of Activity:

including low-income and minority areas: Morton School is the only campus in the district						Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Require 100% of teachers, principals, and other appropriate staff to receive high quality professional development which includes but is not limited to technology and ESSA core content areas	3	Superintendent; Teachers; Principals	State/Local funds; ESC – curriculum services;	Summer; Fall; Spring	Teacher records of professional development attendance	<b>Title II, Part A Performance Report</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Retain HQ staff through small class sizes and competitive salaries	3	Superintendent; Principals; Teachers	State/Local funds; ESC	Summer; Fall; Spring	Class rosters; salary schedule	<b>Title I, Part A Performance Report</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide, recruit, and retain teachers in high demand areas	3	Administration	TIA Funds	Summer	Observations, data, TTESS Family Surveys, Student Growth Measures, DMAC, and STAAR	<b>Title I, Part A Performance Report</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Assistance to specific non-	3	Superintendent; Principals;	State/Local funds;	Throughout school year	Faculty Meetings;	<b>PBMAS Indicator Compliance Report;</b>

certified teachers includes: Purchase of study guides and payment for study sessions.		Mentor teachers	Testing dates and materials; Prof. Dev	according to teacher's plan	Individual Plan completed	Exit Interviews; HQ Teacher Survey Report Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
--	--	-----------------	---	-----------------------------	---------------------------	---

### HIGHLY QUALIFIED (Certified) Evaluation

1. Increase the percentage of certified core academic subject area teachers on each campus to meet 100% in a reasonable timeframe. *As of 09/15/2022, all paraprofessionals and 100% of all teachers in the district/campus are highly qualified in the core academic subject areas (12% (4 teachers) are on an approved alternative education program).*
2. Increase the percentage of core academic subject area classes taught by certified teachers on each campus to meet 100% in a reasonable timeframe. *As of 09/15/2022, all paraprofessionals and 100% of all teachers in the district/campus are highly qualified in the core academic subject areas.*
3. Increase percentage of core academic subject area classes taught by certified teachers on high poverty campuses to meet 100% in a reasonable timeframe. *Morton School is a single campus district - this requirement does not apply.*
4. Increase percentage of teachers receiving high quality professional development on each campus to meet 100% in a reasonable timeframe. *District requires all professional staff to attend professional development that is provided at the local level as well as by Region 17 ESC. The district may also contract with outside consultants to provide professional development and teachers may attend professional conferences in their respective subject areas. Travel records, certificates of attendance, sign-in sheets, etc., are on file.*

5. Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers. *Master schedule will be reviewed...not an issue at this time according to the TEA reports.*
6. Attract and retain certified teachers. *District/campus fulfills this requirement by attending job fairs, advertising vacancies in positions, and posting job opportunities on the web. To retain certified teachers, the district offers small class sizes, and salaries competitive with similar districts.,*
7. Assist specific teachers not currently certified to meet the certification requirements in a timely manner. *As of 09/15/2022, all paraprofessionals and 100% of all teachers in the district/campus are highly qualified in the core academic subject areas. District will implement a Teacher Mentoring program to not only mentor new teachers, but to assisted alternative cert teachers to obtain a standard certification.*

## CAMPUS IMPROVEMENT PLAN

### CAMPUS GOAL #3: Provide a safe, orderly and caring school environment

#### PERFORMANCE OBJECTIVE #1:

- Provide programs that enhance student behavior and increase students' ability to be successful in home and at school.

<i>Strategies/Activities</i>	<i>School Wide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>



Provide opportunities to celebrate student success in academic areas, character, attendance, and state assessment scores;	1, 2, 8	Principals; Site Based committees; Teachers; PBIS Trainer and Tribal Council	State/Local funds	Throughout the School Year	After each celebration activity	<b>Evaluation by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide increased opportunities for student involvement in academic organizations and competitions	1, 2	Principals; Organization sponsors UIL Coordinator	State/Local funds	Throughout the School Year	Student and Teacher Evaluations; membership rosters	<b>Evaluation by organizations and campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Provide comprehensive academic programs for student success that will translate into long-term pride about their school experiences.	1, 2	Principals; Campus Committee; Teachers	State/Local funds Computer labs	Throughout the School Year	6-week grades; summative assessments	<b>STAAR and other assessment data</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Create a comprehensive program for college and career preparation focused on post-secondary options	1,2,7	Counselor; Teachers; Principals; Campus Comm.	State/Local funds	Throughout the school year -	Student and teacher evaluations	<b>Evaluation by principals and campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Improve opportunities for communication with parents about student progress	2, 6	Campus Committee; Principals Teachers	State/Local funds; Open Houses	Throughout the school year-Title IA meeting, individual	Parent, Principal, and Teacher contacts;	<b>Evaluation by principals and campus committee</b> Evaluation of Activity: Completed 1 2 3 4

				conferences, etc.	parent conferences and teacher evaluations; Skyward	Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Develop student leadership opportunities	1, 2	Principals; Sponsors; Students	State/Local funds	Throughout the school year	Number of students in leadership positions	Success of student leaders Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Implement and emphasize character education program	1, 2, 8	Principals; Counselor; Teachers; Staff	State/Local Funds	Staff development implementation throughout the school year	Teachers’ lesson plans; counselor activities; campus committee strategies identified	Evaluation by campus committee; including number of discipline referrals and student attitudes/ behavior Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4
Notify parents of the Violent Criminal Act Policy	5, 8	Principal	Handbook	At time of registration and within 14 days of a violent criminal act.	Policy in place	Title IX School Choice Option Compliance Report Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1234 Delete – not working 1 2 3 4

## PERFORMANCE OBJECTIVE #2: Teamwork and Professionalism

- To strengthen tradition of teamwork and professionalism among staff members

<i>Strategies/Activities</i>	<i>School Wide Element #</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide a guaranteed and viable curriculum to all students	4	Superintendent; Principals; Specialists; Teachers	TEKS Teacher - developed Curriculum Documents; TEKS Resource System	Review and upgrading the curriculum throughout the school year	Curriculum documents; Lesson plans	Campus accountability ratings and data reviewed by campus committee  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide intervention through classroom modifications and reading intervention team for students failing to master academic objectives	4	Principals; Teachers; Paras;	State/Local funds;	Throughout the school year	Progress monitoring; Report Cards	TPRI, iStation, TELPAS, STAAR, EOC, Unit assessment;  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct vertical and horizontal team meetings to identify, discuss, and improve	3	Principals; Teachers	State/Local funds	Throughout the school year	Meeting minutes	Campus accountability ratings and data reviewed by

issues impeding student success						<b>campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Mentoring program for new teachers	3	Superintendent; Principals; Mentor teachers; New teachers; Data Fellow	ESC 17; State/Local funds	Establish mentor relationships by August, continue throughout the school year	Administrative conference with mentor and mentee at end of each semester	<b>Teacher evaluations</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide new teacher training before school begins to emphasize the importance of teamwork and disseminate district and campus goals	3	Superintendent; Principals; New teachers	State/Local funds	August	Attendance at training	<b>Evaluation of data by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Conduct team building efforts on each campus	2, 3	Principals; Teachers; Staff	State/Local Funds	Throughout the school year	Visibility; record of teambuilding efforts	<b>Evaluation by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4
Provide district-wide teambuilding activities	2, 3	Superintendent; Principals; Teachers; Staff	State/Local funds	Throughout the school year	Teacher input	<b>Evaluation by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications1234 Delete – not working 1 2 3 4

Develop and nurture a culture of high expectations		Superintendent; Principals; Teachers; Staff	State/Local funds	Throughout the school year	Teacher and student input; surveys	Evaluation by campus committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4
--	--	---	-------------------	----------------------------	------------------------------------	--

## CAMPUS IMPROVEMENT PLAN

***Note: Campus activities and/or staff positions funded using the following schoolwide consolidated funds– Title I, Part A only (Option 3) Campus is exempt from the Supplement/Supplant guidance as noted on the Supplement Not Supplant Methodology Statement kept at the district central office.***

<b>Addendums</b>
------------------

Parent and Family Engagement Policy  
 School Parent Compact  
 SCE budget including FTEs and dollar amounts  
 Title IA budget including FTEs and dollar amounts

## **Addendums**

### **1. SCE & Title budgets showing FTEs and dollar amounts**

#### **Addendum #1**

**State Compensatory Education (SCE)**  
**SCE Total Dollars \$ Total FTE:**

# Morton ISD Family Engagement Plan

2022-2023

Family engagement is the mutual responsibility of families, schools, and the community to build relationships that support student learning and achievement. Family engagement supports family well-being and the continuous learning and development of children, families and educators. Family engagement is fully integrated in the child's educational experience and supports the whole child and is both culturally responsive and linguistically appropriate.

Family Engagement Goal	Strategies
Facilitate family to family support	<p>Social events for families to connect with one another.</p> <ul style="list-style-type: none"><li>• Meet the teacher</li><li>• Literacy nights</li><li>• Science and Math Night</li><li>• Community Festivals/Carnivals</li><li>• Early childhood parent focus groups</li><li>• Support remote learners and parents with technology liaison</li></ul>
	<ul style="list-style-type: none"><li>• Community Resource Fair</li><li>• Partnership with Public Library</li></ul>

Establish a network of community resources	<ul style="list-style-type: none"> <li>• Community in schools</li> </ul>
Increase family participation in decision making	<ul style="list-style-type: none"> <li>• Provide opportunities for parent to be involved and have a voice: Campus and District site – based committees, District Strategic plan committees</li> <li>• Foster comfortable open dialog between families and school by utilizing all available resources and means of communication: <ul style="list-style-type: none"> <li>○ Daily Communication Journals/Wednesday Folders</li> <li>○ School Messenger</li> <li>○ Class Dojo/Seesaw/Remind 101</li> <li>○ Social Media</li> <li>○ Home Visits</li> <li>○ Parent – Teacher Conferences</li> <li>○ Phone calls</li> <li>○ Email</li> </ul> </li> </ul>
Equip families with tools to enhance and extend learning	<ul style="list-style-type: none"> <li>• Family Nights offer ideas to enhance learning at home with no-cost or inexpensive/easy to find materials; teach families simple-to-replicate games,</li> </ul>



	<p>experiments/activities that can be done at home</p> <ul style="list-style-type: none"> <li>• At Parent Conferences and Home Visits, teachers share ideas for supporting learning at home – provide any necessary materials (flash cards, crayons/pencils, counters, etc.)</li> <li>• Family nights on campuses</li> <li>• Family Literacy Nights</li> <li>• Family Science and Math Night</li> </ul>
<p>Develop staff skills in evidence – based practices that support families in meeting their children’s learning benchmarks</p>	<ul style="list-style-type: none"> <li>• Parent – Teacher Conferences</li> <li>• All Pre-Kindergarten teachers will attend professional development during the 2022-2023 school year.</li> </ul>

**2022-2023**  
**Morton Independent School District**  
**Title I School-Parent-Student Compact**

As a student at Morton School, I take responsibility for my learning...

I will treat others with respect because I want to be respected, also.

I will be responsible by accepting nothing less than my best – 100% every day.

I will follow the school rules.

I understand that I am responsible for my own learning. I will talk with my parents about what I am learning in school.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

As a parent of a student at Morton School, I take responsibility for his/her learning...

I will support my child's education by frequently explaining to him/her that education is important and that I am a partner in education goals with his/her teacher.

I will praise my child for reaching his/her goals.

I will be responsible for my child's education by giving my child time to do homework, having him/her rested and ready to learn each day. I will keep in contact with his/her teacher to monitor progress and check grades. I will check weekly homework folders and/or progress reports/report cards.

I will have my child at school and on time every day possible.

I will talk with my child about the dangers of drugs, weapons, and bullying.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

As staff members at Morton School, we take responsibility for our students' learning...

I will hold high expectations for each student and work to help each child achieve his/her goals.

I will work diligently to ensure each student masters state curricula and objectives.

I will work with each parent as an equal partner in his/her child's education, welcoming them to participate in their child's learning process. Grades, activities family nights, etc. will be communicated through various media throughout the year, as well as parent conferences.

I will show respect for each child by treating him/her with dignity and sincerely taking time to know his/her individual needs.

I will set firm and fair safety, discipline, and drug enforcement policies.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**2022-2023**  
**Distrito Escolar Independiente de Morton**  
**Título I Pacto Escuela-Padre-Estudiante**

Como estudiante en Morton School, as aseso por mi aprendizaje...

Trataré a los demás con respeto porque también quiero ser respetado.

Seré responsable aceptando nada menos que lo mejor de mí, 100% todos los días.

Seguiré las reglas de la escuela.

Entiendo que soy responsable de mi propio aprendizaje. Hablaré con mis padres sobre lo que estoy aprendiendo en la escuela.

\_\_\_\_\_  
Firma del estudiante

\_\_\_\_\_  
Fecha

Como padre de un estudiante en Morton School, as asendo la responsabilidad de su aprendizaje...

Apoyaré la educación de mi hijo explicándole con frecuencia que la educación es importante y que soy un socio en las metas educativas con su maestro.

Elogiaré a mi hijo por alcanzar sus metas.

Seré responsable de la educación de mi hijo dándole tiempo a mi hijo para hacer la tarea, tenerlo descansado y listo para aprender cada día. Me mantendré en contacto con su maestro para monitorear el progreso y verificar las calificaciones. Revisaré las carpetas de tareas semanales y / o informes de progreso / boletas de calificaciones.

Tendré a mi hijo en la escuela y a tiempo todos los días posibles.

Hablaré con mi hijo sobre los peligros de las drogas, las armas y la intimidación.

\_\_\_\_\_  
Firma de los padres

\_\_\_\_\_  
Fecha

Comomembros del personal de Morton School, asumimos la responsabilidad del aprendizaje de nuestros estudiantes...

Teneré altas expectativas para cada estudiante y trabajaré para ayudar a cada niño a alcanzar sus metas.

Trabajaré diligentemente para garantizar que cada estudiante domine los planes de estudio y objetivos estatales.

Trabajaré con cada padre como un socio igual en la educación de su hijo, dándoles la bienvenida a participar en el proceso de aprendizaje de su hijo. Las calificaciones, actividades de las noches familiares, etc. se comunicarán a través de diversos medios de comunicación durante todo el año, así como las conferencias de padres.

Mostraré respeto por cada niño tratándolo con dignidad y tomándose sinceramente el tiempo para conocer sus necesidades individuales.

Estableceré políticas firmes y justas de seguridad, disciplina y control de drogas.

\_\_\_\_\_  
Firma del director

\_\_\_\_\_  
Fecha