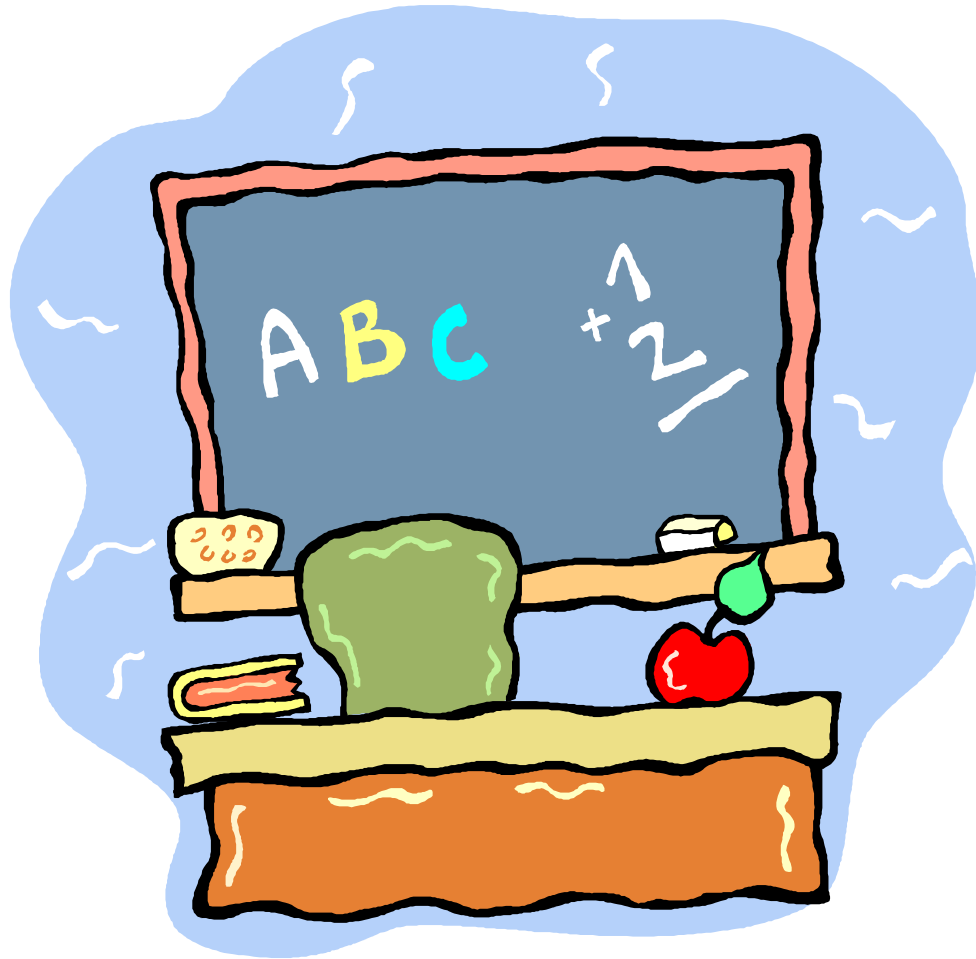


Morningside Elementary School



School-wide Title I Plan
2000-2012
Update: August 2011

Table of Contents

Steering Committee Members	3
Introduction	4
School History	5
Mission and Beliefs	8
Needs Assessment	9
Reform Strategies	21
Highly Qualified Staff	25
Professional Development	26
Parental Involvement	27
School Transitions	30
Use of Assessment	31
All Students Mastering Standards	32
Coordination and Integration of programs and services	33
Assessment Results	35
School Action Plan	37
Parent Involvement Plan	46

**School-wide Title I Steering Committee
Morningside Elementary**

Pat Witt	Principal
Tami Godman	Assistant Principal for Instruction
Holly Havard	Counselor
Sandra Wheaton	Second Grade Teacher
Donna Keim	Third Grade Teacher
Pamela West	Fourth Grade Teacher
Kay Miller	Fifth Grade Teacher
Lydia Thompson	EIP Math Resource Teacher
Crescendel Moss	Special Education Teacher
Carol Cannon	FOCUS

Introduction

Morningside Elementary School's School-wide original Title I plan was completed in 2000 and revisions took place at the end of the 2003, 2006, and 2009 school years. With federal mandates, such as No Child Left Behind, increasing its monitoring of Title I, the plan was once again reviewed at the beginning of the 2008 school year. At that time, the system was preparing for its SACS review and each school was also in the process of updating School Improvement Plans. Because the staff of Morningside Elementary believes that each intervention and strategy used at the school level should be synonymous with student needs, much of the Morningside Elementary Title I plan incorporates and mirrors both the SACS report, the system strategic plan and the School Improvement Plan. At the fall of each year, the demographic information and pertinent school improvement plan information is reviewed and updated and included within the plan.

Throughout the plan, interventions and strategies are suggested providing us with multiple opportunities to meet our improvement goals. Math initiatives and books top our list of resources that could greatly impact the learning needs of our students. As funds become available we continue to add language arts resources as well as math manipulatives to address curriculum needs.

In addition to qualified personnel and materials for meeting our goals, we value on-going professional learning for our instructional staff. Teacher conferences and professional development activities that are specifically geared toward our identified needs can be of great value, especially when the information is shared and implemented within the entire school. Our school participates in site-based training that specifically targets teacher and student needs as identified through disaggregating current data. During the 2011-2012 school year, school wide goals will focus on improving math, science, and writing skills.

We want to provide the best possible education for our students and feel confident that the implementation of the strategies within this report as well as extensive plans for professional learning together will help us obtain our goals for improvement.

School History/Information 2011-2012

Demographic Information

Total population: 407 students

Caucasian: 43.7%
African-American: 45.7%
Other ethnicities: 10.5%

Free/Reduced: 71.71%

Male: 46.6%
Female: 53.3%

Special Education

Total Population: 26 students

Second Grade:
Speech Only: 2
Other: 2

Third Grade:
Speech Only: 2
Other: 5

Fourth Grade:
Speech Only: 4
Other: 3

Fifth Grade:
Speech Only: 2
Other: 6

Early Intervention Program

Augmented Model in all grade levels

Second Grade:
Reading: 7
Math: 8

Third Grade:
Reading: 4
Math: 6

Fourth Grade:
Reading: 4
Math: 15

Fifth Grade:
Reading: 12
Math: 17

Staff Information

Second Grade:
6 Teachers

Third Grade:
5 Teachers

Fourth Grade:
4 Teachers

Fifth Grade:
5 Teachers

EIP:
1 Reading Teacher
1 Math Teacher

P.E.:
1 Teacher
1 Paraprofessional

Music:
1 Teacher

Art:
1 Teacher (part-time)

Math Lab:
1 Teacher (part-time)

Computer Lab
1 Paraprofessional

Media:
1 Media Specialist

FOCUS (gifted):
1 Teacher (part-time)

Special Education:
1 Interrelated Teacher
1 Interrelated Paraprofessional
1 Speech Teacher (part-time)

Custodians:
3 full-time

Cafeteria Staff:
1 manager

5 workers

Clerical Staff:

- 1 ATS Clerk
- 1 Secretary/Bookkeeper
- 1 Med Tech
- 1 Parent Volunteer Coordinator

Counseling Department:

- 1 Counselor
- 1 Intervention Paraprofessional

Administration:

- 1 Principal
- 1 Assistant Principal for Instruction
- 1 Assistant Principal for Discipline (part-time)

Our Mission

Morningside Elementary will provide a high quality education to a diverse community of learners.

Our Vision

Morningside Elementary will be a model school that embraces diversity and academic success.

Our Motto

“Model...Embrace...Succeed”

Our Values

- We believe everyone is a dynamic and integral part of everything we can accomplish together.
- We will hold educational success as a collaborative effort involving students, teachers, administrators, parents, and the community.
- We know change is valuable and we will embrace change in order to move forward.
- We will value and use continuous professional development, because it is essential for everyone who affects student learning.
- We expect all students to be successful learners.

Comprehensive Needs Assessment

Student Achievement:

Second grade students at Morningside no longer participate in the State CRCT. Students' progress and achievement are noted in the Record of Progress and the end of the year system benchmark assessment.

Third grade students at Morningside produce mixed results on the Spring 2011 CRCT compared to Spring 2010. Students scored above the state across all five curriculum areas. Third grade students performed higher than the system and state in Reading, Language Arts, and Science. In the spring of 2011, Third Graders scored the following:

Reading:

Morningside Elementary: 94%

Houston County: 93%

Georgia: 91%

Language Arts:

Morningside Elementary: 95%

Houston County: 92%

Georgia: 89%

Math:

Houston County: 89%

Morningside Elementary: 84%

Georgia: 81%

Science:

Morningside Elementary: 88%

Houston County: 87%

Georgia: 80%

Social Studies:

Houston County: 89%

Morningside Elementary: 85%

Georgia: 81%

Fourth grade students at Morningside consistently score above the state level on all areas of the CRCT. In addition, fourth grade students perform higher than the system average in four out of five curriculum areas. Math is a school wide focus for the 2011-2012 school year. Fourth grade students scored the following:

Reading:

Morningside Elementary: 92%

Houston County: 91%
Georgia: 88%

Language Arts:

Morningside Elementary: 94%
Houston County: 90%
Georgia: 88%

Math:

Houston County: 86%
Morningside Elementary: 85%
Georgia: 81%

Science:

Morningside Elementary: 83%
Houston County: 82%
Georgia: 79%

Social Studies:

Morningside Elementary: 82%
Houston County: 79%
Georgia: 77%

Fifth grade students at Morningside Elementary scored better than grade level peers in the state of Georgia across all curriculum areas on the Spring 2011 administration of the CRCT. Fifth graders scored as well as peers in Reading and better than their peers in the county in Language Arts, and Social Studies. A school focus is on Math. Teachers will be teaching Social Studies every day. Fifth grade students scored as follows:

Reading:

Houston County: 94%
Morningside Elementary: 94%
Georgia: 91%

Language Arts:

Morningside Elementary: 97%
Houston County: 96%
Georgia: 93%

Math:

Houston County: 93%
Morningside Elementary: 91%
Georgia: 87%

Science:

Houston County: 83%
Morningside Elementary: 79%
Georgia: 77%

Social Studies:

Morningside Elementary: 80%
Houston County: 79%
Georgia: 71%

Research tells us that effective instruction consists of three parts: rigor, relevance, and relationships. Best practices in the classroom begin with regular teacher meetings to examine the standards and elements. Teachers determine pacing and rigor of the lessons and also prepare higher order thinking questions that invoke higher order thinking skills in students. Across all subject areas, teachers use the workshop model and a variety of delivery modes to enable students to develop understanding. Teachers model expectations and use exemplars, such as benchmark papers and rubrics, which allows students to know expectations. Throughout the unit, teachers use whole-group, small-group, and one-on-one support with individuals and groups of students. At every step and new initiative, teachers work to form relationships with students and help them to understand the relevance of their learning to everyday life by goal setting.

One of the primary means of addressing educational needs of children having difficulty with core academic areas is through the daily use of strategy grouping in the classroom. Teachers make use of pre and post assessments in math, grouping students accordingly to make use of prior knowledge and to best address skills to be acquired. During the reader's, writer's, and math workshops, strategy groups are pulled daily to refine student learning and to meet student needs. Teachers and students meet together to review individual data and set targets based on existing strengths and weaknesses. By setting goals, students not only learn core academic information, but also learn the importance of responsibility for one's own learning and growth by keeping individual data notebooks.

At-risk students are identified through several areas. Morningside Elementary utilizes the Georgia Student Achievement Pyramid of Interventions as part of the Response to Intervention (RTI) process. All students begin at Tier One. The state of Georgia recommends 80% or more students be served at Tier One. Currently, at Morningside, 88% of the student population is served at Tier One. As teachers notice specific student needs, interventions are introduced at the classroom level. Students can then be moved to Tier Two. At Tier Two, specific students receive more individualized interventions and tracking within the classroom. Data is collected over time to measure progress and grade level teams meet to analyze individual student progress. At Tier Three, students are

considered part of the Student Support Team process and are not only receiving interventions in the classroom, but are also receiving more support from a team of teachers.

Many students on Tier Two and SST also receive EIP Reading and/or EIP Math services. Students that scored below 800 on the reading portion and/or the math portion of the previous spring's CRCT automatically qualify for EIP services. Another 3% of the school's population is also identified and served through the EIP Augmented model.

Morningside Elementary also serves a special education population. Special Education students are identified in several different areas, such as speech only, other health impaired, vision impaired, emotional behavioral disorders, significantly developmentally delayed, specific learning disability, and mild intellectual disability. With the exception of some speech students that receive resource support, all special education students receive support through the collaborative/co-teaching model. Teachers use the strategy grouping and workshop model to better address the individual needs of students with disabilities. During strategy grouping, both the classroom teacher and special education teacher pull students into small groups and give them the individualized differentiated instruction necessary for success.

Morningside Elementary has an existing school improvement plan (see attached). The school improvement plan addresses past performance of all students and student sub-populations on the CRCT and the Georgia Writing Assessment. Targets have been set for improvement during the 2011-12 school year.

In addition to targets for school achievement, the school improvement plan also addresses resources for carrying out school programs and timelines for accomplishing change. One of the major resources being utilized in the 2008-2009 school year includes Panther Power Half Hour. Panther Power Half Hour is a school-wide initiative for math improvement. Students are pretested on skills and grouped according to their knowledge base. Students spend 30 minutes daily in intense remediation and acceleration on the tested skills and then receive a post-test to assess gained knowledge. Panther Power Half Hour continues during the 2011-2012 school year as the school-wide daily intervention. During 2011-2012, P2H2 will use Mountain Math, Product 36, and the School Word Problem Graphic Organizer as its three main instructional components. Students will be pretested and flexibly grouped by unit of study in Math. Since 2008-2009, P2H2 has proven to promote positive gains on the CRCT.

Morningside also uses such resources as Mountain Math and Mountain Language. Title I funds will be used in 2011-2012 to support the instructional program at Morningside by supporting technology with the purchase of Smart Boards and Document Cameras. In addition, site licenses will be purchased for

Brain Pop and Mountain Science. Title I funds will continue to support the leveled book room, classroom libraries, and big books.

Other resources at Morningside, such as children's literature, professional books, math manipulatives, easels, white boards, etc., have already been purchased on an "as needed" basis through the use of Title I funds and the state allotment. Purchase of instructional materials is a primary responsibility. As funds are available, these items are procured for classroom teachers on an on-going basis.

Morningside Elementary also works with local communities agencies in an effort to improve student learning and to grow responsible citizens. Some of those resources include Big Brother/Big Sister, the County Extension Office (4H and Jr. Master Gardeners), Georgia Youth and Science Technology Center, Robins Air Force Base (StarBase), and Mercer University (Grand-Kids, Budding Authors, and Math Wizards). These agencies work with Morningside at no cost to the school and have been available for several years. Morningside hopes to continue to use these resources into the future.

The faculty and staff at Morningside are very proud of the extracurricular activities teachers are providing students after school. The following is a list of clubs and activities:

1. Chorus
2. Drum Club
3. Rocking Recorder Club
4. Running Club
5. Memory Makers Yearbook Club
6. Cheer Club
7. Mind Bogglers Club
8. Art Club
9. Crafts Club
10. Junior Master Gardener's Club
11. 4-H
12. Jammin Jumpers Jumprope Team
13. Student Council
14. Panther Pals
15. MSES TV

Curriculum and Instruction:

Staff members and teachers regularly communicate expectations with students. Both teachers and students maintain data notebooks to measure progress. Communication is on a daily basis through conversation of expectations and also occurs in more formalized settings, such as conferencing, commentary and feedback, and grading practices. Teachers can be observed conferencing with students during the writer's, reader's and math workshops. Students also receive commentary and feedback on written work. Teachers communicate

expectations with parents on a daily basis with the aid of school agendas. On a weekly basis, students receive graded papers in take home folders. Parents also receive grade reports at four-and-a-half weeks, as well as, each nine weeks.

At the beginning of the school year, and again in January, an open house is held for all parents and guardians. During the open house sessions, teachers communicate with parents standards to be met through the school year. Teachers also post standards and use essential questions during lesson delivery to promote understanding of expectations, as well as to promote higher order thinking.

As a school in Houston County, Morningside Elementary uses only research-based best practices in its delivery of instruction. Teachers have multiple opportunities for professional growth through site-based and system-based professional learning. These numerous opportunities for professional learning help Morningside teachers stay abreast of up-to-date teaching methods that are research-based and effective. Teachers also have frequent opportunities to attend workshops. During the 2010-2011 school year, teachers received extensive training in BEST PRACTICES through Metro RESA. Teachers attended the Teaching of Reading and Writing Conference in Perry. They also participated in three book studies: **Understanding the Framework of Poverty; The Book Whisperer; and Teach Like Your Hair is on Fire.** Teachers have attended the International Reading Association conference, Lucy Calkins, Debbie Miller, Georgia Council of Teacher of Mathematics conference at Rock Eagle, Model Schools Conference and training opportunities offered by the state of Georgia to stay abreast of changes in the Georgia Performance Standards and Georgia's Writing Curriculum.

During the 2011-2012 school year, teachers will engage in an apprenticeship with Regie Routman to focus on writing development. Teachers will participate in two book studies, one in Guided Math and one in Reading Essentials. To promote the leadership initiative at Morningside, teachers will be trained using the 7 habits for highly effective people in order to promote the Leader In Me program school-wide.

Monthly teachers at Morningside participate in "Team Time" during Super Specials and after school. Super Specials is an extra planning period built into the school day for the purpose of professional development. Team time is an opportunity for teachers to analyze common assessments and participate in discussion and vertical teaming. In addition to monthly Team Time, teachers also participate in Super Specials and Grade Level meetings on a monthly basis. Super Specials focuses on strategies for improving teaching during the reading and writing period. Grade Level meetings allow teachers to observe peers and look for ways to improve and incorporate standards-based learning. Teachers also meet at least weekly (some grade level teams meet more than once) to plan for the upcoming week. All of these opportunities occur during the school-day

and allow teachers to improve instruction and raise expectations of staff. During these meetings, decisions are made regarding needed instructional resources as well.

Professional Development:

Morningside Elementary prides itself on continued professional development for staff. Continuous professional development keeps our staff trained and able to meet the needs of all children in the school. Professional development includes training in classroom and behavior management as well as in software and technology implementation. Our staff also works toward professional development in ways to involve parents and members of the community and how to continually assess children and implement new strategies.

This year, 2011-2012, all teachers and paraprofessionals will participate in 16 hours of PLU's that are embedded in the school calendar. These days typically focus around best practices and standards-based learning. This year, teachers and staff will receive professional development in Common Core Curriculum of GPS. Job-embedded professional learning is a priority at Morningside. Each week teachers meet as grade level teams to discuss common assessments and plan for instruction. Teachers also have opportunity for continued professional development through monthly Team Time activities. Team Time is an opportunity for teachers to have vertical teaming to analyze writing and math common assessments and plan for intervention strategies.

Each month teachers also meet as grade level teams in several different avenues. During the weekly grade level meetings, teachers discuss standards-based classrooms and complete peer observations and debriefing. RTI meetings give teachers strategies for integrating technology into everyday classroom practice, while RTI/SST allows teachers to discuss interventions to help students be successful each and every day in the classroom.

In addition to working as collaborative teams in weekly grade level meetings, teachers that work together on a regular basis for special education and/or EIP also are afforded time to work together in collaboration each week. Host teachers and resource teachers each receive a collaborative planning time weekly.

As teachers work collaboratively at Morningside in grade level teams and beyond, an agenda and meeting minutes are recorded as part of the monitoring process. Minutes are submitted on a regular basis to the administrative team. Administration also periodically attends collaborative meetings to offer support and encouragement in the collaborative process. The administration at Morningside feels strongly that it is the job of the school leader to provide adequate time for teachers to collaborate. By creating a master schedule that

give teachers common planning opportunities and collaborative host teachers and colleagues a weekly time, collaboration is seen as priority.

New teachers to Houston County also receive support through a mentor. The Teacher Support System mentoring program allows new employees and a mentor to observe one another's practice and meet together on a regular basis for support. New teachers and veteran teachers in Houston County also attend county wide vertical team meetings and collaboration meetings in Language Arts and Math. These meetings are held after school.

Although the types of professional learning are standard for the school, the discussion and focus during the professional learning times are driven by teacher need. Each fall and spring Morningside teachers complete the Standards Assessment Inventory (SAI). The SAI is a primary tool in ascertaining professional learning needs of staff. Teachers also spend time analyzing data in an effort to identify strengths and weaknesses not just in students, but in teaching areas. These needs identified through the SAI and through existing data drive the professional learning opportunities to teachers.

During the 2011-2012 school year, Morningside teachers have developed an ambitious Professional Development plan. Teachers will participate in a Writing apprenticeship with Regie Routman. Teachers will receive extensive training in the implementation of Leader in Me school wide. Teachers will participate in two book studies: **Guided Math and Reading Essentials**. These activities are in addition to the mandated professional learning requirements of the school system.

Family and Community Involvement:

Morningside Elementary holds an annual orientation meeting/open house in the fall and winter for all parents and guardians. Parents are invited and encouraged to attend both sessions. The purpose of the meeting is to:

- Inform parents of the guidelines, purpose, goals, and expectations of the Title I program.
- Introduce parents to the teachers and staff of the school.
- Inform parents of the general operations of the school.
- Inform parents of the curriculum expectations and classroom expectations as well as individual teacher policies and procedures.
- Inform parents of standardized testing requirements.
- Give parents information on their role in school of the elementary child.

Meetings for parents are scheduled at various times of the day, such as morning, afternoons, and evenings to allow for every opportunity for parents to be involved. Parents are given multiple opportunities to attend activities such as open house, Walk in your child's shoes night, family math and/or science night, Muffins with Mom and Doughnuts with Dad, and parent classes such as data

nights and helping parents understand class work expectations and standardized testing.

Morningside Elementary conducts informal surveys following each large group meeting in an effort to evaluate the effectiveness of the parent involvement program. Parents are also surveyed at the end of the school year in an effort to obtain school-wide opinions. Concerns and questions are handled in a timely manner by the appropriate party through notes, e-mails, calls, and/or conferences.

As part of the evaluation, and in conjunction with existing data, PIC (Parent Involvement Committee) members revise and evaluate the mission and goals, parent involvement plan, and forthcoming surveys. During such meetings, a printed agenda is made available and all members of the PIC are asked to sign-in. The county Title I parent coordinator provides assistance where necessary in the development of the parent involvement plan and policy, Title I compacts, and workshop opportunities. Detailed minutes are recorded and available to all staff members through the Sharepoint portal and to parents through the Morningside Elementary website.

All decisions made by the PIC are made with the mission and goals of the committee as the driving force. The mission of the Morningside Elementary School Parent Involvement Committee is to create an open door environment in the school where teachers, parents, and community work together to create life long learners. The goals of the Parent Involvement Committee are as follows:

- Make parents and community members feel comfortable and welcome with our school and classrooms.
- Work together with parents to develop a common language between home and school.
- Create an exciting and motivating school climate that welcomes home-school interaction.

The Parent Involvement Committee plans a minimum of nine authentic parenting activities at Morningside. A balance of activities are held within the school day and in the evening.

Morningside has worked to institute a parent involvement plan as part of the school improvement planning process. This plan directly links to our school-wide goals and was developed through the input of parents, teachers, and staff on the parent involvement team and was brought before the staff. The parent involvement plan is in direct correlation with the school-wide improvement plan.

Our school communicates regularly with parents through a variety of methods, including, but not limited to, parent meetings, parent/teacher conferences, parent workshops, resource areas, newsletters, information sent home via students and recorded in the parent agenda, as well as, the school brochure, website, channel 10/17 and marquee.

The building principal, assistant principal for instruction, assistant principal for discipline, certified teachers, and other faculty and support personnel, involve parents in their children's education by providing them with information and materials. Information and materials are also provided to parents through the resource information in the school lobby. Parents are also encouraged to attend workshops/trainings/events throughout the school year such as, but not limited to, helping at home with homework workshop, preparing for tests workshop, family math night, family science night, and standards-based learning.

All information regarding school reports, parent programs, meetings, and other activities is posted on the school website and available to parents per their request. Open communication between staff and parents of all demographic groups related to school and parent programs, meetings, and other activities is addressed through parent-teacher conferences, handbooks, weekly signed papers, newsletters, notices, notes in the agenda, progress reports, e-mails, the school web site, and literature. To the extent possible, this information is provided in the family's primary language. In addition, teachers and staff are encouraged to make home visits where necessary.

In all avenues, parents are encouraged to be a part of the planning process at Morningside Elementary. Involvement in PTO, school council, and PIC ensure the team works collaboratively to address issues, make plans, and implement such plans. Such meetings also allow for time to revise the parent compact and communicate school/student needs and share progress. Morningside faculty and staff embrace the concept that parents are the child's first teacher and work to provide access to classroom activities and to encourage frequent communication.

School Context and Organization:

Morningside Elementary understands that any organization is only as strong as its weakest link. It is our mission at Morningside to provide the best education to all students, but to also provide substantial interventions to those students requiring interventions. Using data, Morningside Elementary has identified two sub-populations that tend to perform more poorly on summative evaluations than other student populations within the school. Students with disabilities and African Americans typically perform more poorly than other groups within the school setting. To combat this growing issue, procedures are in place to identify struggling students early and to provide them with the interventions necessary for them to be successful. However, since 2008, Morningside has closed the achievement gaps between these groups significantly.

The gap between African American students and White students has dropped to 2.4% with African American students scoring 93.1% in Language Arts and White students scoring 95.5% in Language Arts. The gap between all students and economically disadvantaged students has diminished to 1.4% with all students

scoring 94.9% in Language Arts and economically disadvantaged students scoring 93.5% on the CRCT.

Students with Disabilities have increased their performance 11.2% over a three year period in Language Arts narrowing the achievement gap to 10.3% when compared to all students.

In Math, African American students have increased achievement by 23.2% over a three year period narrowing the achievement gap to 4.5%. In addition, a minimal achievement gap of 4.1% exists between economically disadvantaged students and all students. There is still a significant achievement gap in math among students with disabilities. Although math achievement has increased in this subgroup by 17.9% over three years, a 20.9% gap still exists.

While data shows significant success in narrowing the achievement gap among subgroups, Morningside teachers and staff are committed to eliminating the achievement gap period. A strong focus on Guided Math and Math Workshop will be used during the 2011-2012 school year.

Identified students with disabilities are served through the collaborative period, using the co-teaching model. Because SWDs are held to the same grade level standards of all students, students remain in the homeroom class and the collaborative interrelated special education teacher comes into the classroom to co-teach, pull strategy groups, and provide resource help within the instructional setting. Identified EIP Math and EIP Reading students also receive support through the augmented EIP model. EIP teachers enter the classroom and work with students in strategy groups and also work with students individually.

As part of the RTI process and decision making process, an RTI leadership team has been established for the 2011-2012 school year. This committee will meet prior to and after all RTI and SST meetings to provide guidance, leadership and suggestions for the effective implementation of the pyramid of interventions. Then, teachers meet monthly to discuss student needs and to recommend interventions for student success. All teachers use differentiated instructional strategies in the classroom setting to make sure students are successful. Students receive individualized help and conferencing on a daily basis and also benefit from strategy grouping.

As part of the decision making process, Morningside Elementary has two existing Better Seeking Teams for school improvement and operations. Teacher representatives from each grade level team and area report to the Better Seeking Team and offer input from their representative team. Information is then carried back to the team in the same manner. In this way, teachers feel they have input in the decision making process. Teachers at Morningside know that decisions are made as a team.

Part of the decision making includes using assessments for evaluation of students. Daily assessments used in the classroom and for diagnostic purposes on the school level are created by and used by teachers. Several assessments in existence, the CRCT and county wide benchmark assessments are disseminated from the state and county level. Although teachers have little input in the development of these assessments, use of the data has proved beneficial.

By having small committees made of representatives from each grade level and/or area team, as well as by having parent representation on such teams, all individuals feel they have a voice in the decision making process. It is also easier to reach decisions in a timely manner when working with a smaller population.

In addition to leadership teams that make data based decisions, administrators are visible in the classrooms observing both formally and informally. Teachers are observed and receive frequent feedback through EWalks and GTOI evaluations. Teachers receive copies of observational data and meet with administrators to discuss instruction in the classroom. This data provides a basis for BST to discuss and monitor how closely teachers are using the system non-negotiables for standards based classrooms.

Data Interpretation:

Morningside Elementary understands the importance that data plays in structuring the school environment. Teachers work to align assessment with teaching styles and learning needs of students on a daily basis. Teachers understand that continuous assessment helps to determine a student's progress and helps in determining the effectiveness of a program. Teacher-made assessments are created with students in mind and are used to assess a student's knowledge of concepts and skills. Teachers also use county benchmarks to gauge student progress and make instructional adjustments. Furthermore, four times per year, students engage in Morningside Writes using prompts from Write Source. Write Source scores student writing in fourth and fifth grades and submits an analysis in the form of graphs, charts, and individual reports for the classroom teachers. During the 2011-2012 school year, Write Source will be used to periodically assess Science. Since the state of Georgia is using Science as a second indicator to making Adequate Yearly Progress (AYP), it is vital that student achievement is measured regularly to provide teachers with much needed feedback to plan instruction.

In addition to formative assessments, teachers also use portfolio data collection. Teachers collect pieces of work, anecdotal notes, and evidence of learning for each student. Rubrics are utilized in assessing students and also collected as evidence of learned strategies. This collection of data in the form of a student data notebook is used in conferencing with parents and as a means of displaying ability and growth throughout the school year for individual students.

The Better Seeking Team meets monthly to analyze school-wide and class data in order to develop appropriate professional learning opportunities that address the needs of teachers and students. Teachers look at system, school, grade-level, and individual classroom results in order to find trends and patterns and plan for instruction. School-wide, grade level, and classroom goals are created utilizing current data. A plan of action is developed through the Better Seeking Team and individual grade levels.

Student progress is reported to parents on a regular basis. Parents receive a "Thursday folder" each week with signed papers. Agendas are used on a daily basis to report homework, assignments, and special events at the school. Teachers also work with parents through regular phone calls and conferences. Teachers and staff at Morningside Elementary know that regular communication with parents about assessment helps student progress.

Reform Strategies

Improving Student Achievement in Reading:

Teachers in grades second through fifth grade administer the Houston County Literacy Inventory (HCLI) three times per year. This data is collected and reported to Houston County. The HCLI involves a multi-tiered assessment. Students are assessed with a running record, comprehension of text, and fluency. Results are recorded in individual folders and are used in guiding reading instruction. At the end of second grade students should be reading and comprehending on level L, and third grade students should be reading and comprehending on level O by the end of the year. At the 2009-2010 school year end, 93% of second graders were reading and comprehending on and above grade level while 94% of third graders were reading and comprehending on and above grade level. At the end of the 2010-2011, second graders showed a significant drop to 82.43%, almost 11% from the previous year. Third grade students dropped to 80% at the end of the 2010-2011 school year which is a significant drop of 13%. The addition of the comprehension instrument and fluency measure in the HCLI has resulted in a more accurate picture of reading abilities of students. The comprehension of text may require additional study and intervention with teachers and students.

With the decrease in HCLI performance, it is indicative teachers need to be pulling guided reading groups daily, strategy groups daily, provide independent reading time, and most importantly, using the reading workshop model proficiently and fluently. Classroom observations by administrators at the school level and central office will help with determining further professional development needs to correct this deficiency.

Morningside believes all readers should be able to read words on the appropriate grade level and be able to comprehend meaningful text. In order for our students to reach these reading goals, Morningside participates in the county-wide Comprehensive Literacy Instructional Framework (CLIF). CLIF follows a balanced literacy approach, emphasizing reading and writing through the workshop model. Teachers have received professional development in the CLIF model and implementation of appropriate strategies in the teaching of reading and writing. To improve literacy at Morningside, we utilize a full-time EIP Reading teacher. The EIP Reading teacher supports students identified as struggling with reading in grades 2-5.

Morningside Elementary works with the Accelerated Reader software program and has also instituted a reading incentive program in which students are rewarded for meeting reading goals on a quarterly basis. One of the most influential initiatives with reading at Morningside is the use of the Media Center folder. As part of the reading incentive program, each child conducts a STAR test through the accelerated reader program at the beginning of the school year

and at mid-year. The STAR test helps students in ascertaining an independent reading level. This level is recorded on a folder for each child. The child is responsible for taking the folder to the media center at each visit. "Just right" books are chosen and recorded in the folder. Students can track their own progress and know areas of strength and areas for improvement.

Improving Student Achievement in Math:

The Criterion Referenced Competency Test (CRCT) is administered each year to grades third through fifth grade in the spring of each school year. This test is given as a tool of measuring mastery of the Georgia Performance Standards that are taught in the classroom. The CRCT is used to identify students' strengths and weaknesses. The scoring of the CRCT is based on a passing score of 800. Below 800 means students "Did Not Meet" state standards; 800 – 849, students met state standards, and a score of 850 or greater means students exceeded state standards. Teachers and administrators take this data and identify the areas that need improvement as well as the areas that need to move from meets to exceed. Georgia has raised the annual measurable objective in math for the 2011-2012 school year. Therefore, math has become the school-wide goal.

Also during the 2011-2012 school year, teachers will be trained in the roll out of Common Core Georgia Performance Standards. Teachers are reminded of the importance of teaching standards starting with concrete operations, moving sequentially to semi concrete, moving to semi abstract, and then to abstract with the understanding that concrete application needs to be side by side with abstract concepts through the learning process. A full time EIP math teacher who is immersed in the standards is a valuable resource in our school in the implementation of math workshop and guided math. When teachers need assistance with understanding exactly what a standard is expecting students to know and be able to do, the EIP teacher acts in the role of a math coach to provide a clear understanding of the standard in planning instruction. If the EIP teacher is unsure, then system math coaches are used to assist the EIP Math teacher. The relationship that was built at the system level and the school level between math coaches, EIP math teachers, and classroom teachers has proven to be a catalyst for success in Math on the CRCT.

The 2010-2011 school year grades 3rd through 5th took the CRCT. Results on the Spring 2011 CRCT showed we have improved 7.2% over three years. However, all students meeting and exceeding in Math was 87.8% which dropped 1.8% from the Spring 2010 administration of the CRCT. Students with disabilities meeting and exceeding on Math for Spring 2011 was at 76.9% which is an increase of 4.2% from Spring 2010. African American students meeting and exceeding in Math for Spring 2011 was 84.5%. This is an increase of 2.9% from the previous score and an increase of 23.2% over three years. We understand that we have great strides to make this year with the raised AMO.

The EIP program continues to be in place in math in grades 2nd through 5th. Using the augmented model of instruction, the EIP Math teacher is in 6 classrooms every day co-teaching with the host teacher. Small group teaching as well as one-on-one instruction takes place in each classroom depending on the level of mastery of the standard being taught. Guided math and math workshop are strongly encouraged in each classroom as a means of differentiating instruction. In addition to this model of teaching, other services are offered during the school year to students at risk. These programs include after school accelerated tutoring once a week that starting in January, morning tutoring by administrators beginning in January, Kid's College, and Classworks. We also concentrate more on the levels of learning such as concrete to abstract and using manipulatives more. Mountain Math, using a daily Instructional Focus, Product 36, having a weekly Fact Family focus with daily practice and implementing a school-wide word problem graphic organizer are all strategies utilized across the school to improve math.

During the 2011-2012 school year, we will continue our school-wide remediation/acceleration time called Panther Power Half Hour. Students are pre-tested based on the unit of study, broken into strategy groups and taught with an intensive focus on that unit of study. When the current math unit is completed, students are given a post test to determine progress and level of mastery on specific standards. If a student continues to struggle, the homeroom teacher provides assistance with more one-on-one instruction in the classroom. The data will be "mined" and teachers will make instructional decisions based on data analysis.

Another change is the EIP classes will do more extensive strategy groups for instruction during the math period. We are also implementing pre and post tests based on the unit of study so we are able to have a better picture of progress as the year goes on. We are also going to implement more literature connections with the math program. Additionally, students will chart their pre and post test scores by unit in order to set personal goals improving math in their individual data notebooks.

Improving Student Achievement in Writing:

Writing is a major focus at Morningside Elementary. Although writing is emphasized across the curriculum and in all grade levels, third and fifth graders participate in the Georgia Writing Assessment each year. For this reason, Morningside Elementary stresses writing as an urgent need at these two levels. As a school we are strong in the workshop model in writing. Using the Comprehensive Literacy Instructional Framework (CLIF), county adopted professional books, and system collaboration meetings, we continue to grow and learn in the area of writing.

Currently on the Georgia writing assessment, third grade scores on the writing test seem to be stagnant at or around 93%. In analyzing grade level data, narrative writing seems to be the weakest genre. An explanation of this may be that Narrative is the first genre taught in the year. A plan for revisiting all genres from the beginning of the year seems to be in order. Teachers focus on using the writer's workshop model daily and county created units. Teachers are afforded the opportunity to visit other classrooms to observe peers teaching. Students are expected to write at home in their writer's notebook several times per week. Informal assessments are done daily through conferences. Teachers read and conference with each student several times a week and pull strategy groups when on a daily basis. For each unit, teachers meet as a grade level and bring student work to analyze. Through this work and conferencing they are able to determine class, small group and individual needs. Third grade teachers continue to perfect conferencing with students and pulling strategy groups. They continue to focus on teacher commentary, connecting what they say and write about student work to match the needs of the student.

Fifth grade writers have seen a growth of 16% over three years in their writing scores. From 2010 to Spring 2011, students maintained at 90%. Morningside teachers and administration feel that writing must be priority for this grade level. In addition to writer's workshop, classroom visits, and model lessons, fifth grade has created a plan for improving writing. Teachers are requiring students to write across the curriculum several times weekly. Students are expected to write at home for homework. Teachers revisit and reteach each writing genre from January to March. Teachers take part in classroom observations where possible. The principal and assistant principal for instruction spend time conferencing with individual students each January. Individually, students work to set writing goals. Students engage in Morningside Writes at least three times prior to the formal writing assessment for teachers to alter writing instruction based on student needs and for students to acknowledge their own progress for the purpose of goal setting. Practice writing assessments are scored by a company called Write Score using Title I funding. Write Score provides comprehensive reports in the way of graphs, individual reports, as well as group reports for teachers to plan instruction based on results.

During the 2011-2012 school year, all teachers will participate in professional development in the teaching of writing. Teaching will engage in an apprenticeship with Regie Routman in the Art of Teaching Writing. We believe this can have dramatic results in our teaching of writing and the results students achieve in writing.

Highly Qualified Professional Staff

The staff at Morningside Elementary is 100% highly qualified.

The Morningside Elementary School staff of 54 includes certified and support personnel. There are two members of the administrative team, two special education teachers and one special education paraprofessional and another paraprofessional for the Fast ForWord computer program, one gifted teacher, one counselor, one media specialist, two secretarial staff members, eight cafeteria staff members, one medical technician, three custodial staff members, and twenty-two general education teachers, along with one art teacher, one music teacher, one physical education teacher and one physical education paraprofessional, one EIP Reading teacher, one EIP Math teacher, an AARA support person, one Literacy Coach and one Parent Volunteer Coordinator.

Our media specialist is National Board Certified. 75% of the staff hold a graduate degree. 10% of staff are in their first five years of teaching. The student-teacher ratio is 18:1 in the second grade, 19:1 in the third grade, 23:1 in the fourth grade and 24:1 in the fifth grade. All paraprofessionals have completed at least two years of study at an institution of higher education and hold clear renewable paraprofessional certification from the GA PSC.

Professional Development

Houston County schools pride themselves on on-going, job-embedded professional development. New teachers receive an intensive orientation before pre-planning. These new employees are paired with Teacher Support Specialist trained mentors for the first year of employment. Teachers receive classroom observations and are also afforded the opportunity to debrief and collaborate with one another in order to grow as professionals.

For Morningside Elementary, all professional development decisions are based on existing data. The Better Seeking Team meets to disaggregate data and to look for areas of weakness, not just in student performance, but also in teacher performance. These identified areas drive the professional development plan and budget submitted to the professional learning department at the county level each year. Morningside Elementary professional development includes book studies, workshops, and conferences. Teachers also attend weekly meetings during Super Specials for the purpose of job embedded professional development in the areas of literacy, writing, response to intervention, and standards-based classrooms, etc.

During the 2011-2012 school year, with the help of Title I funds, Better Seeking Team has developed an ambitious professional development plan. A copy of the Professional Development plan is on file in the Principal's Office. Teachers and staff will be involved in a yearlong intensive apprenticeship in the Teaching of Writing through Regie Routman. In addition, a group of teachers will engage in a book study entitled, **Reading Essentials**, also by Regie Routman. Another book study will be led by the EIP math teacher entitled **Guided Math**. Furthermore, teachers will attend conferences such as the Rock Eagle Math Conference, the Teaching of Reading and Writing Conference, and the Family Involvement Conference.

In order to promote the school-wide goal of reducing the number of discipline referrals to the office, Morningside will adopt the **Leader In Me** model. Teachers will receive extensive training in developing the seven habits of highly effective people and training for the implementation of Leader In Me. It is our belief all students have leadership capabilities. We strive to bring out the best in students.

Parental Involvement

Morningside Elementary School TITLE I PARENT INVOLVEMENT POLICY Updated Spring 2011

Morningside Elementary School shall abide by and support all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110, and the Parent Involvement Policy of Houston County Public Schools (HCBOE) as follows:

Morningside Elementary will hold an annual orientation meeting/open house in the fall and winter for all parents and guardians. Parents are invited and encouraged to attend both sessions. The purpose of the meeting will be to:

- Inform parents of the guidelines, purpose, goals, and expectations of the Title I program.
- Introduce parents to the teachers and staff of the school.
- Inform parents of the general operations of the school.
- Inform parents of the curriculum expectations and classroom expectations as well as individual teacher policies and procedures.
- Inform parents of standardized testing requirements.
- Give parents information on their role in school of the elementary child.

Meetings for parents are scheduled at various times of the day, such as morning, afternoons, and evenings to allow for every opportunity for parents to be involved. Interpreters are available for families of ESOL students and refreshments are provided when possible. Parents are given multiple opportunities to attend activities such as open house, family math and/or literacy night, Muffins with Mom and Doughnuts with Dad, and parent classes which focus on helping parents learn how to help with homework, class work expectations, and testing.

Morningside Elementary will conduct informal surveys following each large group meeting in an effort to evaluate the effectiveness of the parent involvement program. Parents will also be surveyed at the end of the school year in an effort to obtain school-wide opinions. Concerns and questions will be handled in a timely manner by the appropriate party through notes, e-mails, calls, and/or conferences.

As part of the evaluation, and in conjunction with existing data, PIC (Parent Involvement Committee) members will revise and evaluate the mission and goals, parent involvement plan, and forthcoming surveys. During such meetings, a printed agenda will be made available and all members of the PIC will be asked to sign-in. The county Title I parent coordinator will provide assistance where necessary in the development of the parent involvement plan and policy, student/teacher/parent compacts, and workshop opportunities. Detailed minutes will be recorded and available to all staff members and to parents. All decisions

made by the PIC will be made with the mission and goals of the committee as the driving force. The mission of the Morningside Elementary School Parent Involvement Committee is to create an open door environment in the school where teachers, parents, and community work together to create life long learners. The goals of the Parent Involvement Committee are as follows:

- Make parents and community members feel comfortable and welcome with our school and classrooms.
- Work together with parents to develop a common language between home and school.
- Create an exciting and motivating school climate that welcomes home-school interaction.

Morningside has worked to institute a parent involvement plan. This plan directly links to our school-wide goals and was developed through the input of parents, teachers, and staff on the parent involvement team and was brought before the staff. The parent involvement plan is in direct correlation with the school-wide improvement plan.

Our school shall communicate regularly with parents through a variety of methods, including, but not limited to, parent meetings, parent/teacher conferences, parent workshops, resource areas, newsletters, information sent home via students and recorded in the parent agenda, as well as, the school pamphlet, website, and marquee. Translations will be provided for parents, where possible, through TransAct services.

The building principal, assistant principal for instruction, certified teachers, and other faculty and support personnel, will involve parents in their children's education by providing them with information and materials. Information and materials will also be provided to parents through the resource information in the school lobby. Parents are also encouraged to attend workshops/trainings/events throughout the school year such as, but not limited to, helping at home with homework workshop, preparing for tests workshop, family math night, family literacy night, standards-based learning, and open forum opportunities with the principal (Muffins with Mom and Doughnuts with Dad).

The school curriculum will be shared through the Houston County website, as well as through pamphlets produced by the Georgia Department of Education. Pamphlets are available through the Houston County website. Curriculum information can also be found at www.georgiastandards.org. Morningside Elementary will embrace the standards-based learning environment as outlined by the Georgia Performance Standards. It is the goal of each teacher to communicate standard expectations to each child and parent. Regular administration of assessments will be used in the classroom to help guide instruction throughout the school year. Summative assessments, such as HCLI (Houston County Literacy Inventory), and CRCT for second through fifth graders will evaluate the effectiveness of implementation of the expected standards. Assessments and standards will be communicated to parents at the fall and winter Open House meetings (August and January). Teachers will also

communicate with parents on a regular basis through signed papers, report cards, notes, phone calls, and conferences to inform the parent of student progress in meeting the standards. The school will work with parents to understand student performance on state and local assessments. School staff will strive to improve student achievement through identifying strengths and weaknesses, setting short and long term goals, and providing immediate and appropriate feedback with appropriate interventions or extensions to achieve standards. Parents will receive a copy of their child's assessment results when district, state, or national tests are administered. Parents will be afforded opportunities to ask questions about assessments.

Parents will be informed that Morningside Elementary School is considered Title I. During the Fall Open House, parents will be presented with the student/teacher/parent compact. Each spring, as part of the evaluation, the PIC will review the compact and its effectiveness, as well as, its application. Revisions will be completed and implemented in preparation for the upcoming school year. All data, comments, and/or suggestions regarding the Title I school plan and parent involvement policy will be collected and sent to the county parent involvement coordinator. Comments will be used in the revision process for the upcoming school year.

All information regarding school reports, parent programs, meetings, and other activities will be posted on the school website and available to parents per their request. Open communication between staff and parents related to school and parent programs, meetings, and other activities will be addressed through parent-teacher conferences, handbooks, weekly signed papers, newsletters, notices, notes in the agenda, progress reports, e-mails, the school web site, and literature. To the extent possible, this information will be provided in the family's primary language. In addition, teachers and staff are encouraged to make home visits where necessary.

In all avenues, parents are encouraged to be a part of the planning process at Morningside Elementary. Involvement in PTO, school council, and PIC ensure the team works collaboratively to address issues, make plans, and implement such plans. Such meetings also allow for time to revise the parent compact and communicate school and student needs and progress. Morningside faculty and staff embrace the concept that parents are the primary teacher and work to provide access to classroom activities and to encourage frequent communication.

YEAR AT GLANCE INFO SHEET
Morningside Elementary School
1226 Morningside Drive, Perry, GA 31069
Home of The Proud Panther
Phone: (478) 988-6261
Fax: (478) 988-6265
Principal: Dr. Pat Witt



Parent Resource Center: Morningside Elementary School Parent Resource Center is a room for all family. It is used for parent conferences, PTO meeting, lending library, early morning student tutoring and faculty pay day treats etc. It is also used to store our die-cuts and many others items that would be of use to the parents of Morningside. While visiting the Parent Resource Center, parents will find a variety of information to be used at home. The Parent Resource Center is open Monday-Friday (8:00am-3:30pm) Contact person Pamela Harper (Parent Involvement Coordinator-PIC) (478) 988-6261 pamelia.harper@hcbe.net for more information.

Morningside Parent Action Team: Parents, community members, administrators and faculty representatives meet at a minimum of 3 times a year to review the School Improvement Plan, Parent Involvement Plan, 1-Year Action Plan and Compact. This committee also discusses relevant school improvement issues, parent workshops, Title I documentation and the use of Title I funds. Efforts are made for our parent representatives to reflect the make-up of our student population and as well as accounting for each of our grade levels. Our Parent Action Team will include our School Council and PTO for input concerning the different Title I documents.

PIC Meeting Dates and Times: The Parent Action Team Committee will meet once each grading period in the Parent Resource Room @ 4:00pm. August 30, 2010, November 16, 2010, April 28, 2011.

Communication- (Multiple methods of advertisement will be used for publicizing all parent events.)

- Weekly Folder
- Daily Agenda
- Advertisement Flyer
- Newsletter
- Monthly Calendar
- School marquee
- Call-out Messenger
- Email
- Invitations and/or letters
- Phone calls
- In person
- Stickers
- Easel with Poster of Event

Contact information for school administrators and other support personnel

- Principal – Pat Witt, (478) 988-6261 ext. 24260
- AP Tami Godman, (478) 988-6261 ext. 24263
- API – Cassandra King, (478) 988- 6261
- PIC – Pamela Harper (478-988-626 ext. 24034
- School Counselor –Holly Havard 478- 988-6261 ext.24146

Additional Resources –

- Parent Information Resource Center (PIRC): The purpose of the PIRC is to assist schools and school districts in strengthening partnerships with families and implementing successful and effective parent involvement policies, programs, and activities that increase student academic achievement. <http://www.georgiapirc.net/>
- Houston County Board of Education website: <http://www.hcbe.net/>

Parent Workshops for Building Capacity – (A minimum of 7 Academic-based parent events are required each year)

Date(s)/Times(s)	Title of Workshop	Targeted Audience	Brief Description
August 25, 2011 6:00pm-8:00pm	“ Open House/Walk In Your Child Shoes”	All families	The purpose of this event is to allow parents to see what the teachers and staff are doing to prepare their child for school success. The teachers will go over the schedule in ten minute interval. Parents will even rotate to lunch, specials and change classes depending on the grade level.
September 9, 2011 9:00 – 3:00	Grandparent’s Day	All Grandparents	Students shared personal narrative stories with Grandparents. Grandparents had an opportunity to enjoy refreshments, visit classrooms, and speak with school staff. The Grandparents participates in writing

			stories with their child and presenting together the final draft to the other Grandparents and students.
October , 2011 6:00 – 7:30 November , 2011 6:00 – 7:30	Technology /Strategy Night	All Families	Technology instructions will be given with Georgia On-Line System (OAS), and Kid's College in the computer lab. Strategies that parents can do to help with their child's work will be given in the classrooms. Second grade will be in the computer lab from 6:00-6:45. Third grade will be in the computer lab from 6:45-7:30. Parents will gain knowledge about how to access the different sites the students are allow to explore during their computer time as well as they will learn how to access students texts books.
October , 2011 7:30- 4:30 November 2011 7:45 – 4:00	Conference 2 nd – 3rd Grade Conference 4 th – 5 th Grade	All Families	Parents are given the opportunity to meet their child's teacher, discuss their child's progress and bring up any concerns or issues they may have. This time provide a time for the parents and teachers to build a positive rapport with one another.
November , 2011	Enrichment	All Families	During the

	Packets		Thanksgiving Holiday's, parents and students was giving Enrichment Packets to do together over the holidays. Once the students returned to school from the holidays they turned in their completed Enrichment Packets to the PIC and their name was place in a drawing where a student and a parent received a prize.
January 2012	100 th Day of School	All Families	Parents were asked to help the students and teachers celebrate the 100 th Day of School in their child's classroom. The teachers prepare hands-on activities for the parents to participate in with their students. These activities were activities the parents could use at home to work with their children.
February 2012	Letters of Love	All Families	Parents were giving the opportunity to come into the classroom and participate in the various writing activities at went hand-in-hand with the Georgia Writing Assessment for 3 rd and 5 th Graders. This activity is done February 14.
March 2012	CRCT	All Families	Teacher will go over

	Empowerment Night		standards with parents. Parents were giving Math activities ideals. Parents were allowed to ask as many questions as they liked for a better understanding of ways to help their children at home. Also teachers took a small part of the evening to focus on the CRCT test scores as a grade level to allow parents to see how the students performed as a grade level and how they wanted the parents to see what goals they need to work on as a grade level.
May 2012	Fun at the Public Library	All Family	Morningside will team up with the public library. The staff and parents will have a Media night at our local Public library. Parents will get to find out first hand what the public library will be offering for the following summer. Students and parents will have the opportunity to renew library card or apply for a new one.

Other School-wide/Social Events - (such as Movie Night, Spring Fling, Ms. Totally Involved pageant, Campus Clean-up)

Date(s)/Times(s)	Title of Workshop	Targeted Audience	Brief Description
August 5, 2010	Parent Meet and	All Families	Parents were invited

4:00 – 6:00 pm	Greet		to meet the teacher and explore the school and student classrooms. Students and parents were introduces to expectations and encourages to sign-up for parent involvement activities.
November 18, 2010	Thanksgiving Dinner	All Families	Parents and family are invited to eat lunch and have time with students and staff during the Thanksgiving meal. This is a bridge activity which opens doors for individual to come into the school, view work going on, and enjoy the atmosphere of learning.
December 16, 2010 10:55 1:15	Christmas Dinner	All Families	Parents and family are invited to eat lunch and have time with students and staff during the Christmas meal. This is a bridge activity which opens doors for individuals to come into the school, view work going on, and enjoy the atmosphere of learning.
September –May 2010-2011	Musical 2 nd – 5 th Grade	All Parents of Student in the performing grade	The Music Teacher Mrs. Powell works with all the students to get them ready for their level Musicals. Parents are invited for the big evening productions. These

			Musical are done every 4 to 6 weeks.
End of each Grading Period	Award' Day Ceremony	All Parents of Student Receiving a award	.Parents are invited to attending an Award's Day program in honor of their child receiving a special award in various area such as, academics, behavior etc.
Aug- May	AR Store	All students	The students earn points by reading books. Once the students earn the AR points they can then shop in the AR student which is ran by parents and our staff.
May 5, 2011	Field Day	All Students, families	Parents are invited and encouraged to come out to cheer their child class on in the different physical and fitness events. They are also encouraged to purchase a Field Day Tee Shirt which is worn by the students, teachers and staff members of Morningside School.

Parent Volunteer Training –

Date(s)/Times(s)	Title of Workshop	Targeted Audience	Brief Description
On-going	Volunteer Applications and Background Checks	All families	Families are made aware of the process and procedures for volunteering.
	Volunteer Training	Approved persons	Training to provide process and procedures for volunteering at school.

Transition-

Date(s)/Times(s)	Title of Workshop	Targeted Audience	Brief Description
First time new student and 5 th Grade Promotion New students entering Morningside for the first time	Transition Plan Schedule visit with the Councilor, Handbook, Agenda	Parents of transitioning students	Activities/Events are included in the Transition Plan that provides parents with the basic skills they need to assist children transiting at all levels.

Professional Learning /Staff Development – (District and School)

Date(s)/Times(s)	Title of Workshop	Targeted Audience	Brief Description
July 19, 2010 March 23, 2011 As Needed	Principals' Meeting	Title I Principals	Title I and Parent Involvement Coordinators meet with Principals to discuss various components of the Title I program
Monthly or as needed	PIC Meeting	Title I Parent Involvement Coordinators	Title I and Parent Involvement Coordinators meet with PICs to discuss various components of the Parent Involvement program under Title I.
September 23,	Title I Orientation	Faculty and staff	This workshop will

2010 6:00 – 7:30	and Procedures		be delivered by school administration and PIC to provide teachers and staff with an understanding of Title I and their role in Title I compliance in order to serve our families more effectively and to help foster a strong partnership between school and home.
---------------------	----------------	--	--

District Initiatives –

Date(s)/Times(s)	Title of Workshop	Targeted Audience	Brief Description
Fall November 16, 2010	HCBOE System Open House	All families	System administrators share with stakeholders a “State of the System” report. Including AYP status and detailed student achievement data. This event is also an opportunity for stakeholders to provide input and give feedback regarding the CLIP, SIP, Parent Involvement Plan and use of funds.
On-going	National Network of Partnership Schools	Title I Schools	District PIC works with Title I schools to ensure the implementation and sustainability of the NNPS framework in each Title school.
On-going	Technical Assistance	Title I Schools	District personnel provide assistance to all Title schools

			regarding components of Federal Programs.
March 7-11, 2011	Parent Satisfaction Survey	All families	Surveys will be administered giving parents the opportunity to provide feedback about the effectiveness of Title I programs.
On-going	"Be There" Campaign	All families	Multimedia campaign used to remind parents of simple ways to remain engaged in their students' lives.

Student Progress Reports –

Progress Report Dates	September 10, November 12, February 8, April 26
Report Card Dates	October 14, January 10, March 21, May 25
Parent-Teacher Conference Dates	TBA (Morningside will have 2 school wide schedule conference times) October and January 2010

Morningside Elementary Transitions

As Morningside Elementary is a second through fifth grade institution, there are two major transitions that take place: first grade students from Perry Primary to Morningside Elementary and fifth grade students from Morningside Elementary to Perry Middle School and Mossy Creek Middle School. In addition to the meet and greet before school starts and our regularly scheduled open house sessions, first graders coming to Morningside have an opportunity to tour the school the May preceding their transition. First graders get a glimpse at the school in action and have an opportunity to meet second grade teachers and participate in activities. First grade students spend the morning in a second grade class, take a tour of the school, and meet in the lunchroom for refreshments and Q and A. Parents are invited to attend this orientation.

In the same way, fifth graders rising to the middle school also take the opportunity to visit and tour the feeder middle schools, Perry Middle School and Mossy Creek Middle School. They also meet teachers, receive a tour of the school, and hear about some of the expectations of the middle school. Morningside also works with fifth graders on such tasks as using locks and combinations and appropriate dress code for the middle school in the classroom setting the weeks prior to promotion. Fifth graders also have the opportunity to learn about extracurricular activities, such as band and chorus, from visiting members and leaders at the middle school.

Any new student to the community and school receives the personal help through transition with the aid of a Panther Pal. Two Panther Pals are chosen from each class. The Panther Pal helps the student learning locations and finding their way around the school the first few weeks. The Panther Pal assigned to a new student gives a tour of the school and introduces the new student to school personnel. The Panther Pal stays side by side for the first week as a student's first new friend.

Use of Assessment

Morningside Elementary understands the importance that data plays in structuring the school environment. Teachers work to align assessment with teaching styles and learning needs of students on a daily basis. Teachers understand that continual assessment helps to determine a student's progress and helps in determining the effectiveness of a program. Teacher-made assessments are created with students in mind and are used to assess a student's knowledge of concepts and skills.

County wide Benchmarks are given to students throughout the year in Language Arts and Math to assist teachers with determining student progress and instructional planning.

Write Score in Writing and Science is used several times during the year to assist teachers with writing progress. Since Science is the new second indicator for AYP, science benchmarks through Write Score will be added for the 2011-2012 school year.

Teachers at Morningside Elementary participate in the following activities as they study and implement data and assessments:

- Training in the activity of disaggregating test data in order to identify areas of strength and weakness classrooms and school-wide
- Grade level sessions to identify areas of strength and weakness in order to improve results
- Better Seeking Team sessions to identify areas of strength and weakness school-wide and to seek new program and strategies for improvement
- On-going assessment and modification to meet individual student needs
- School-wide site based training on use of appropriate assessment
- County-wide training on use of rubrics in assessment and instruction
- Monthly vertical teaming to discuss common assessments and areas for interventions
- Monthly system collaboration meetings in ELA and Math

Ensuring All Students Meet Standards

With the quick interpretation of data in its many forms, Morningside teachers are able to quickly identify students that need additional assistance. These identified students receive remediation and support through many varying ways. The following activities are ways in which we assure that all students who experience difficulty work to master Georgia's standards during the school year:

- Teachers have opportunities to review permanent records, test information, and HCLI results to determine strengths and weaknesses
- Teachers work cooperatively through the Student Support Team to identify targeted students and conjointly develop and implement strategies to improve student achievement
- Identified fifth graders struggling in math receive tutoring daily
- Identified third graders struggling to meet HCLI expectations in reading receive additional guided reading instruction through after-school tutoring
- After-school tutoring provided in the areas of reading and math for "bubble" students in grades two through five.
- Consistent parent communication through the use of agendas, signed papers, report cards, phone calls home, and conferences
- All students participate in Panther Power Half Hour on a daily basis. This program is designed to group students according to pre tests on math standards. The groups change throughout the school year based on individual needs. Post-tests show progress in each area.
- Special education students receive intensive resource remediation on "Wonderful Wednesdays beginning in January." All special education students at Morningside receive collaborative support on a daily basis. Wonderful Wednesdays provides a time for these individuals to receive support and remediation in the resource setting at a pace best designed to meet their specific needs.
- Students at Tier One, Two, and Three receive individualized support through the RTI/SST process. Teachers meet with the counselor and API on a monthly basis to examine interventions that are successful and on-going.
- All students participate in the pre test/ post test Panther Power Half Hour for acceleration and remediation.
- Administrators tutor all grade levels before school from 8:00-8:40 beginning in January.

Coordination and Integration of Federal, State, and Local Services and Program

Morningside Elementary utilizes the following programs in coordination with federal, state, and local services:

1. EIP Reading
2. EIP Math
3. FOCUS gifted program
4. Special Education services
5. Classroom Guidance
6. STARBASE Math/Science program through Robins Air Force Base
7. 4-H through Cooperative Extension Office
8. HODAC drug education program through Houston County
9. Houston County Department of Family and Children Services
10. Middle Georgia RESA
11. Local Business Partners
12. Jr. Master Gardeners through Cooperative Extension Office
13. Staff Development Programs
14. Perry Volunteer Outreach
15. Project Agape Love (food ministry through local offices)
16. International Welcome Center
17. Perry Parks and Recreation
18. Fire Prevention Activities through the local fire department
19. Mercer University Budding Authors Program

Assessment Results to Parents

Parents are informed of their child's progress on a regular, consistent basis. Teachers contact parents through notes, phone calls, and/or conferences in order to inform and notify them of progress and problems related to their child's achievement. Parents also receive daily notification of assignments and progress through the use of the agenda. Parents are notified of standardized test results as they arrive at the school. Students in second and third grade also receive notification of HCLI results in September, January, and May.

In addition to regularly scheduled conferences, students receiving EIP services through reading and math receive three conferences. These conferences involve the homeroom teacher, EIP teacher, and parent. When parents are unable to attend conferences, the homeroom teacher, and administrator, and the EIP teacher make home visits to these families.

Students receiving special education services also participate in annual IEP meetings to update and evaluate set goals. IEPs are held with the special education teacher, regular education teacher, an LEA Representative, such as the principal or assistant principal, and the parent.

Parents also participate in workshops throughout the year. These workshops are designed to teach students about upcoming assessments and how to interpret results from such assessments. In addition to CRCT workshops, Morningside also hosts Family Math Night and Family Science Night annually. These opportunities introduce families to grade level specific standards that must be met on state assessments.

Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Parents are sent copies of standardized test reports with the aid of the county testing department. In addition to standardized testing, parents also receive quarterly progress reports and/or report cards indicating student mastery of standards and progress. System wide benchmark tests are given intermittently throughout the year and results are communicated to parents through teacher/parent conferences and notes home.

Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Requirements set forth by the county and state to ensure validity and reliability for assessments are followed for all assessments given.

Provisions for public reporting of disaggregated data.

Disaggregated data will be reported to the public according to state and county guidelines. The local board of education will report data to all media services.

Plan developed during a one year period.

The Title I Schoolwide Plan was developed within the period of one year and is continually reviewed and revised according to the needs assessment and school priorities.

Plan developed with the involvement of stakeholders.

The Title I Schoolwide Plan is developed in cooperation with school stakeholders and the school leadership team. The leadership team is comprised of administrative staff, teachers, and other school employees. In addition to the school leadership team, the plan is also reviewed and shared with the school council, which includes community and parent stakeholder involvement. The plan is also available for review at the school website.

Plan available to the LEA, parents, and the public.

The schoolwide plan is posted for review by the Title I Coordinator on the school Sharepoint site. Once approved, the plan is posted on the school website for availability to the LEA, parents, and the public. Those individuals requesting copies of the plan for review may do so through the school office.

Plan translated to the extent feasible into any language.

The Title I Schoolwide Plan is translated into Spanish as requested through the use of the county translation services. The translation into any other languages as requested is completed at the availability of such translators.

Plan is subject to the school improvement provisions of Section 1116.

The school will adhere to all requirements of Title I Section 1116.

2011-2012 Morningside Elementary School
Houston County School System
Strategic Improvement Plan (SIP)

Dr. Pat Witt, Principal
Mrs. Tami Godman, API
Mrs. Kasandra King, APD
Mrs. Holly Havard, Counselor
Mrs. Sandra Wheaton, 2nd Grade Teacher
Mrs. Donna Keim, 3rd Grade Teacher
Mrs. Pamela West, 4th Grade Teacher
Mrs. Kay Miller, 5th Grade Teacher
Mrs. Carol Cannon, FOCUS
Mrs. Lydia Thompson, EIP Math
Mrs. Crescendel Moss, Special Education and TOTY



2011-2012 Morningside Elementary School
Houston County School System
Strategic Improvement Plan (SIP)

<u>GOAL/OBJECTIVE</u>							
<u>PERFORMANCE MEASURES</u>	'06	'07	'08	'09	'10	'11	Growth
M.1. Increase all students meeting and exceeding on the Math CRCT.			80.6%	80.4%	89.6	87.8	7.2%
				-.2	+9.2	-1.8	
M.2. Increase students with disabilities meeting and exceeding on the Math CRCT.			59.4%	47.2 %	72.7	76.9	17.9%
				-12.2	+25.5	+4.2	
M.3. Increase African American students meeting and exceeding on the Math CRCT.			61.3%	67.9 %	81.6	84.5	23.2%
				+6.6	+13.7	+2.9	
R.1. Increase all students meeting and exceeding on the Reading/Language Arts CRCT.	80.0%	84.3%	91.5%	89 %	93.5	94.9	3.4%
				-2.5	+4.5	+1.4	
R.2. Increase students with disabilities meeting and exceeding on the Reading/Language Arts CRCT.	68.9%	67.2%	73.4%	73.6 %	80.3	84.6	11.2%
				+.2	+6.7	+4.3	
R.3. Increase African American students meeting and exceeding on the Reading/Language Arts CRCT.	66.3%	72.0%	84.5%	81.6 %	89.6	93.1	8.6%
				-2.9	+8.0	+3.5	
W.1. Increase all third grade students meeting and exceeding on the third grade Georgia Writing Assessment.		60%	96%	93.8 %	93.5%	93% (92.75%)	-3%
				-2.2	-0.3		
W.2. Increase all fifth grade students meeting and exceeding on the fifth grade Georgia Writing Assessment.		72%	74%	84 %	90%	90%	16%
				+10	+6	0	
S.1. Increase all students meeting and exceeding in Science on the CRCT						72%	

2011-2012 Morningside Elementary School
Houston County School System
Strategic Improvement Plan (SIP)

RTI.1. Maintain school-wide percent at Tier I on the Pyramid of Interventions						80%	
D.1 Reduce office referrals by 10% annually.						136	

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1: Student Achievement	1.1: Ensure master of the Standards	<p>1.1.A: Provide high quality instruction that is aligned with the Georgia Performance Standards and other identified curriculum standards</p>	<p>1.1. A.1: Utilize written and aligned curriculum maps and units of study provided at the system level for all grade levels and all content areas based on the needs of our students. 1.1.A.2: Utilize updated curriculum, instruction, and assessment resources on SharePoint 1.1. A.3: Use the collaborative model/co-teaching model for Special Education students and EIP students to provide high quality instruction aligned to Common Core and GPS across the curriculum. 1.1.A.4: Utilize writing rubrics for each genre outlined in CCGPS 1.1.A.5: Emphasize development of standards based vocabulary in all subjects 1.1.A.6: Create performance tasks through math models and science labs as evidence student performance is in line with GPS curriculum</p>	<p>M.1 Increase all students meeting and exceeding in Math on the CRCT M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT M.3 Increase African American students meeting and exceeding in Math on the CRCT R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT S.1 Improve students meeting and exceeding in Science on the CRCT W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	1.1.A: Teachers, Administrators	
------------------------	-------------------------------------	---	--	---	---------------------------------	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1: Student Achievement	1.1: Ensure the mastery of the Standards	<p>1.1.B: Develop high and clear expectations for all students by implementing standards-based classroom processes</p>	<p>1.1. B.1: Ensure standards are explicit and referenced often throughout all academic areas and grade levels during instruction.</p> <p>1.1.B.2: Develop and implement non-graded formative assessments to assist teachers in adjusting and providing corrective instruction</p> <p>1.1.B.3: Ensure the language of the standards is expressed verbally by students and students can explain the end product of their work</p> <p>1.1.B.4: Increase the use of feedback and specific commentary both written and oral that is directly aligned to the standards and provides students with specific strengths and next steps</p> <p>1.1. B.5: Instruction is differentiated – Formative and summative assessments are used to systematically and purposefully plan for student differences through the use of flexible grouping.</p> <p>1.1.B.6: Rigor is pervasive – Provide strategies that emphasize and encourage all learners to use higher order thinking skills (i.e. Thinking Maps)</p> <p>1.1. B.7: Teachers support students through conferencing and goal setting to improve Reading, Writing, Math, and Science.</p>	<p>1.1.B: Walkthroughs conducted to monitor the implementation of the system standards-based classroom non-negotiables (Internal measure)</p> <p>1.1. B:100% of all teachers implementing the system standards-based classroom non-negotiables.</p> <p>M.1 Increase all students meeting and exceeding in Math on the CRCT</p> <p>M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT</p> <p>M.3 Increase African American students meeting and exceeding in Math on the CRCT</p> <p>R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT</p> <p>R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT</p> <p>R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT</p> <p>S.1 Improve students meeting and exceeding in Science on the CRCT</p> <p>W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment</p> <p>W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	1.1.B: Teachers and Administrators
------------------------	--	--	--	---	------------------------------------

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1. Student Achievement	1.1 Ensure the mastery of the standards	<p>1.1.B: Develop high and clear expectations for all students by implementing standards-based classroom processes</p>	<p>Reading, Writing, and Math 1.1.B.8: Small Flexible groups are used in reading, math, and writing for all students. 1.1.B.9: Consistently use Word Problem Graphic Organizer and Read It, Draw It, Solve It school-wide in Math 1.1.B.10: Use instructional focus across the curriculum 1.1.B.11: Maintain Workshop Model in math, reading, and writing (i.e. Guided Math, Guided Reading) 1.1.B. 12: Develop and implement reading response journals and math journals 1.1.B.13: Emphasize informational text to promote reading for information across the curriculum 1.1.B. 14: Use non-fiction texts during reading workshop to connect science and social studies 1.1.B.15: Build classroom libraries to support CCGPS 1.1.B. 16: Continue refurbishing leveled bookroom to add big books and non-fiction text to support science and social studies 1.1.B.17: Increase student stamina through independent reading 1.1.B.18: Questioning during instruction emphasizes higher order thinking</p>	<p>1.1.B: Walkthroughs conducted to monitor the implementation of the system standards-based classroom non-negotiables (Internal measure)</p> <p>1.2. B:100% of all teachers implementing the system standards-based classroom non-negotiables.</p> <p>M.1 Increase all students meeting and exceeding in Math on the CRCT M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT M.3 Increase African American students meeting and exceeding in Math on the CRCT R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT S.1 Improve students meeting and exceeding in Science on the CRCT W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	1.1.B: Teachers and Administrators
------------------------	---	--	---	---	------------------------------------

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1: Student Achievement	1.1: Ensure the mastery of the Standards	<p>1.1.C: Implement a balanced assessment approach to include diagnostic, formative, and summative assessments to design and adjust instruction to maximize student achievement</p>	<p>1.1.C.1: 4th and 5th grade students to participate in a mock writing assessments through Write Source to determine areas of weakness so 5th grade teachers can plan instruction.</p> <p>1.1.C.2: At the end of each unit/genre, writing will be assessed at all grade levels during Morningside Writes. These assessments will be maintained in students' data notebook.</p> <p>1.1.C.3: Through monthly Team Time, Teachers will engage in frequent analysis of student work as a grade level to adjust instruction and maximize student achievement.</p> <p>1.1.C.4: Increase the use of formative assessments in the classroom in all subject areas</p> <p>1.1.C.5: Develop and implement formative assessments to assist teachers in adjusting instruction</p> <p>1.1.C.6: Utilize system-level benchmarks to measure progress and identify needs of all learners</p> <p>1.1.C.7: Develop in-school remediation/enrichment programs based on ongoing formative and summative assessment data</p> <p>1.1.C.8 Students in Grades 4-5 will be assessed in Science each nine weeks using Write Source Science.</p>	<p>M.1 Increase all students meeting and exceeding in Math on the CRCT</p> <p>M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT</p> <p>M.3 Increase African American students meeting and exceeding in Math on the CRCT</p> <p>R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT</p> <p>R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT</p> <p>R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT</p> <p>S.1 Improve students meeting and exceeding in Science on the CRCT</p> <p>W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment</p> <p>W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	1.1.C: Teachers and Administrators
------------------------	--	---	--	---	------------------------------------

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1: Student Achievement	1.1: Ensure the mastery of the Standards	<p>1.1.C: Implement a balanced assessment approach to include diagnostic, formative, and summative assessments to design and adjust instruction to maximize student achievement</p>	<p>1.1.C.9: Teachers will assign and use Formative assessments through Classworks and Kid’s College.</p> <p>1.1.C.10: Teachers maintain a teacher data notebook to analyze data and plan instruction based on students’ needs.</p> <p>1.1.C.11: Use on-demand writing prompts as formative assessments to measure writing progress</p> <p>1.1.C.12: Using math models, hands on math manipulatives, science labs, models of writing exemplars, students demonstrate mastery of standards</p>	<p>M.1 Increase all students meeting and exceeding in Math on the CRCT</p> <p>M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT</p> <p>M.3 Increase African American students meeting and exceeding in Math on the CRCT</p> <p>R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT</p> <p>R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT</p> <p>R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT</p> <p>S.1 Improve students meeting and exceeding in Science on the CRCT</p> <p>W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment</p> <p>W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	1.1.C: Teachers and Administrators
------------------------	--	---	--	---	------------------------------------

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1: Student Achievement	1.2: Guarantee Student Success	<p>1.2.A: Utilize effective pyramids of intervention based on identified student needs.</p>	<p>1.2.A.1: Provide guidance to identify a common set of interventions for all learners. 1.2.A.2: Ensure the implementation of effective remedial/acceleration interventions during the school day (i.e. Panther Power Half Hour). 1.2.A.3: Establish and operate a new leadership team for Response to Intervention. This team meets each six weeks prior to the meetings of SST and Pyramid of Interventions groups 1.2.A.4: Utilize intervention paraprofessional to assist individual students</p>	<p>RTI.1. Maintain school-wide percent at Tier I on the Pyramid of Interventions.</p> <p>1.2.A: Documentation of Tier 2 and Tier 3 meetings</p>	<p>1.2.A: Counselor, Teachers, and Administrators</p>	
------------------------	--------------------------------	---	--	---	---	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1: Student Achievement	1.3: Close the achievement gap between subpopulations	<p>1.3.A: Provide formalized processes of intervention for identified subpopulations</p>	<p>1.3. A.1: Provide teachers with disaggregated data on school subpopulations using the AYP Report</p> <p>1.3. A. 2: EIP math, EIP reading and special education teachers meet with host teachers to implement strategies, reduce student-teacher ratio, and provide classroom support.</p> <p>1.3. A.3: Provide instruction using the co-teaching/inclusion model.</p> <p>1.3. A.4: Ensure the use of Classworks and Kids College to target individual student needs.</p> <p>1.3.A.5: Implement using Teacher Data Notebooks</p> <p>1.3.A.6: Continue P2H2 school-wide intervention focusing on math</p> <p>1.3.A.7: Use of strategy groups targeted specifically to student needs</p> <p>1.3.A.8: Provide both morning tutoring for all students and afternoon tutoring for “bubble” students in reading, writing, science and math</p>	<p>RTI.1. Maintain school-wide percent at Tier I on the Pyramid of Interventions</p> <p>M 2 and M3</p> <p>R 2 and R3</p>	<p>1.3.A: Teachers and Administrators</p>	
------------------------	---	--	--	--	---	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

1. Student Achievement	1.3: Close the achievement gap between subpopulations	<p>1.3. A: Fully implement the use of the Pyramid of Interventions and Progress Monitoring.</p>	<p>1.3.A.1: Establish an RTI Leadership meet that meets each six weeks to monitor and promote the RTI process</p> <p>1.3.A.2: Place Tier 2 students back at the grade level for classroom interventions</p> <p>1.3.A.3: Teacher Teams meet to develop interventions and strategies to assist Tier 2 Students</p> <p>1.3.A.4: Special Education Teacher and Host Teachers meet to plan instruction for co-teaching model to support Students with Disabilities</p> <p>1.3.A.5: Inclusion is the model of choice for Special Education Students and Students at risk.</p>	<p>RTI.1. Maintain school-wide percent at Tier I on the Pyramid of Interventions</p>	<p>1.3: Administrators, Counselor, Teachers, Intervention Paraprofessional</p>	
------------------------	---	---	---	--	--	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

2: Student and Stakeholder Engagement	2.1 Ensure a safe and enriching school environment	<p>2.1.A: Develop a systematic approach to providing a safe learning environment for all stakeholders</p>	<p>2.1.A.1: Review MSES safety plan, policies and procedures 2.1.A.2: Provide instruction on violence and drug prevention, personal health, and safety. 2.1.A.3: Fire Drills will be conducted monthly, tornado drills biannually, bus evacuation drills biannually, as well as Code Yellow and Code Red drills twice per year. 2.1.A.4: Students will be kept safe walking to and from school through the utilization of Crossing Guards both at Morningside Drive and Kings Chapel Road. 2.1.A.5: Maintain an anti-bullying policy school-wide with instruction provided in bullying prevention by the school counselor.</p>	<p>RTI.1. Maintain school-wide percent at Tier I on the Pyramid of Interventions 2.1.A: Health Lesson Plans D.1 Reduce office referrals by 10% annually.</p>	<p>2.1.A: Teachers, Counselor, and Administrators</p>	
---------------------------------------	--	---	--	--	---	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

2: Student and Stakeholder Engagement	2.1: Ensure a safe and enriching school environment	<p>2.1.B: Implement processes to promote positive student engagement</p>	<p>2.1.B.1: Continue to enforce student attendance policy</p> <p>2.1.B.2: Provide conflict resolution and peer mediation strategies through the counseling program.</p> <p>2.1.B.3: Celebrate and acknowledge student achievement, accomplishments, etc. of individuals and groups with 9 weeks awards programs; Paws for Great Behavior, Monthly Birthday Recognition, Proud Panthers, Weekly Character Winners, etc.</p> <p>2.1. B.4: Develop Leadership capacity in students through the Leader in Me Program.</p> <p>2.1.B.5: Continue positive phone calls to parents</p> <p>2.1.B.6: Creation of multiple opportunities for students to participate in extracurricular activities:</p> <ul style="list-style-type: none"> • Jumprope Jammers • Perpetual Panthers Cheer Club • Rocking Recorder Club • Melody Chorus • Junior Master Gardeners • 4-H • Mindbogglers Game and Puzzle Club • Drama Club • Crafty Panthers Club • MSES TV • Student Council • Memory Club (Yearbook) • Running Club 	<p>2.1.B.1: Monthly attendance data</p> <p>2.1.B.2: Counseling plans and schedules of classroom guidance</p> <p>2.1.B.3: Invitations lists sent to students</p> <p>2.1.B.4: Student recognition program for student leaders</p> <p>2.1.B.5: Contract logs on SharePoint</p> <p>2.1.B.6: Club Attendance</p>	<p>2.1.B: Teachers, Club Sponsors, and Administrators</p>	
---------------------------------------	---	--	---	---	---	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

2: Student and Stakeholder Engagement	2,2: Encourage student and stakeholder involvement	<p>2.2.A: Increase the opportunities for parents to support their student's academic growth</p>	<p>2.2. A.1: Provide parent information through school website, weekly take home folders, flyers, agendas, monthly calendars, television announcements; call out system, progress reports, email, etc.</p> <p>2.2. A.2: Monthly activities are provided for parents to authentically participate in their child's education as full partners in the educational process.</p> <ul style="list-style-type: none"> • Walk in your child's shoes • Strategy nights • CRCT Empowerment night • Public Library Workshop • Music Workshop • PE Parent Day • Writing Workshop Celebrations <p>2.2. A.3: Formally conduct Parent/Teacher conferences 3 times per year for EIP students and 2 times per year for all other students. Informal conferences can be held on-going.</p>	<p>2.2.A: Parent sign-in sheets 2.2.A.3: Conference documentation sheets</p>	<p>2.2.A: Parent Volunteer Coordinator, Teachers, and Administrators</p>	
---------------------------------------	--	---	--	--	--	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

2: Student and Stakeholder Engagement	2.2: Encourage student and stakeholder involvement	2.2.B: Provide system and school communication to stakeholders	<p>2.2.B.1: Provide parent information through school newsletters, school marquee, school messenger, Channel 17, school messenger, school website</p> <p>2.2.B.2: Solicit more parent surveys as a measure of parent/community satisfaction.</p> <p>2.2.B.3: Participate in Title I Parent Satisfaction Survey</p>	<p>2.2.B.2: Results of Parent and community surveys</p> <p>2.2.B.3: Title I Parent satisfaction survey</p>	2.2.B: Parent Volunteer Coordinator, Administrators, and Teachers	
---------------------------------------	--	--	--	--	---	--

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

3: Organizational Effectiveness	3.1: Facilitate and monitor organizational processes	<p>3.1: Facilitate and monitor organizational processes using Technology</p>	<p>3.1.1: Ensure all students have the opportunity to participate in Classworks weekly</p> <p>3.1.2: Ensure all students participate in Kid’s College</p> <p>3.1.3: Implement the use of “BrainPop” in Grades 4 & 5 to facilitate Vocabulary development</p> <p>3.1.4: Promote Science initiative through the implementation and use of Mountain Science</p> <p>3.1.5: Purchase more SmartBoards</p> <p>3.1.6: Purchase Document Scanners to reduce copy costs</p> <p>3.1.7: Wide use of interactive Smart Lessons across the curriculum</p> <p>3.1.8: Utilize technology paraprofessional to assist in lab with Classworks and Kids College</p> <p>3.1.9: Utilize technology paraprofessional to postulate data reports for teachers</p> <p>3.1.10: Utilize TieNet to access data on students for RTI purposes</p>	<p>M.1 Increase all students meeting and exceeding in Math on the CRCT</p> <p>M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT</p> <p>M.3 Increase African American students meeting and exceeding in Math on the CRCT</p> <p>R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT</p> <p>R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT</p> <p>R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT</p> <p>S.1 Improve students meeting and exceeding in Science on the CRCT</p> <p>W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment</p> <p>W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	<p>3.1: Teachers and Administrators, Technology Paraprofessional</p>
---------------------------------	--	--	---	---	--

2011-2012 Morningside Elementary School
Houston County School System
Strategic Improvement Plan (SIP)

3: Organizational Effectiveness	3.3: Maintain efficient financial processes	3.3.A: Ensure efficient fiscal management processes are utilized	3.3. A.1: Maintain records of monies collected at the classroom level using monies collection form and daily collection form. 3.3. A.2: Meet requirements of HCBOE and state fiscal operating expenditures.	3.3. A: Fiscal Audit receiving a “Very Good” rating.	3.3.A: Teachers, bookkeeper, administrators	
4. Learning and Growth	4.1: Provide valuable professional learning	4.1.A: Provide leaders with professional learning focused on producing high achieving students	4.1.A.1 Provide leaders an opportunity to engage in a variety of professional development activities/conferences: a) Leader in Me b) GAEL c) Ron Clark d) Regie Routman e) Thinking Maps	4.1.A.1: Completion of Professional Learning activities as documented by Leave Reports, Sign In sheets, and PLU paperwork	4.1.A: Administrators	Title I, Title II, Professional Development monies

2011-2012 Morningside Elementary School
Houston County School System
Strategic Improvement Plan (SIP)

4. Learning and Growth	4.1: Provide valuable professional learning	<p>4.1.B: Provide teachers with opportunities to participate in professional learning communities focused on producing high achieving students</p>	<p>4.1.B.1: Continue professional learning for professional development with faculty and staff in the following areas:</p> <ul style="list-style-type: none"> • Regie Routman Writing Apprenticeship • Leader In Me • Book Study: Reading Essentials • Book Study: Guided Math • Thinking Maps • Response to Intervention and Progress Monitoring 	<p>4.1.B.1: PLU Completion as documented by paperwork and sign-in sheets.</p>	<p>4.1.B: Administrators, Teachers, Consultants, and Central Office Personnel</p>	<p>Title I, Title II, Professional Development monies</p>
------------------------	---	--	---	---	---	---

2011-2012 Morningside Elementary School
Houston County School System
Strategic Improvement Plan (SIP)

4. Learning and Growth	4.1: Provide valuable professional learning	4.1.B: Provide teachers with opportunities to participate in professional learning communities focused on producing high achieving students	<p>4.1.B.2: Provide teachers and opportunities to participate in conferences related to school improvement initiatives.</p> <ul style="list-style-type: none"> • Teaching of Reading and Writing Conference • Ron Clark • Rock Eagle Math Conference <p>4.1.B.3: Enhance teacher knowledge on best practices through professional book studies.</p> <ul style="list-style-type: none"> • Leader in Me • Reading Essentials • Guided Math 	4.1.B.2: Teachers report the implementation of classroom techniques and information learned during faculty meetings 4.2.B.3: Completion of book studies	4.1.B: Teachers and Administrators, Consultants, Central Office Personnel	Title I, Title II, Professional Development monies
4. Learning and Growth	4.1: Provide valuable professional learning	4.1.C: Provide classified staff with professional learning focused on producing high achieving students	4.1. C. A: Offer multiple opportunities for classified staff to participate in after school faculty meetings and all professional development activities if they so choose	4.1.C: Paraprofessionals engage in professional development opportunities as documented by PLU paperwork	4.1.C: Administrators, Paraprofessionals	Title I, Title II, Professional Development monies

2011-2012 **Morningside Elementary School** Houston County School System Strategic Improvement Plan (SIP)

4. Learning and Growth	4.2. Enhance continuous improvement processes	<p>4.2.A: Build capacity for continuous improvement by ensuring that research-based practice is common practice in the Houston County School System</p>	<p>4.2.A.1: Maintain SACS accreditation at the school level. 4.2.A.2: Teacher teams meet regularly to analyze assessments and plans to ensure rigor is promoted using research based practices. 4.2.A.3: Whole faculty meetings focus on ways to improve teaching and learning to analyze math and science common assessments and to plan for instruction. 4.2.A.4: Beginning teachers work with master teachers to identify student needs, learning goals, utilize research based instructional strategies, create formative assessments, and to receive feedback on their classroom performance. 4.2. A.5: Teachers observe in each other’s classrooms to analyze the utilization of standards based non-negotiable and provide feedback to their peers. 4.2.A.6: Vertical teams meet to promote the use of graphic organizers in writing 4.2.A.7: Ensure the use of Best Practices as trained by Metro RESA</p> <ul style="list-style-type: none"> • Promoting Engagement • Utilization of Graphic Organizers • HOTS • Teaching Strategies • Summarizing • Vocabulary 	<p>M.1 Increase all students meeting and exceeding in Math on the CRCT M.2 Increase students with disabilities meeting and exceeding in Math on the CRCT M.3 Increase African American students meeting and exceeding in Math on the CRCT R.1. Increase all students meeting and exceeding in Reading/LA on the CRCT R.2 Increase students with disabilities meeting and exceeding in Reading/LA on the CRCT R.3 Increase African American students meeting and exceeding in Reading/LA on the CRCT S.1 Improve students meeting and exceeding in Science on the CRCT W.1 Increase 3rd grade students meeting and exceeding standards on the 3rd grade Georgia Writing Assessment W.2 Increase 5th grade students meeting and exceeding on the 5th grade Georgia Writing Assessment</p>	4.2.A: Teachers and Administrators
------------------------	---	---	--	---	------------------------------------

