ACIP

Morris P8

Huntsville City Schools

Ms. Patty Boyd
4801 Bob Wallace Avenue S. W.
Huntsville, AL 35805

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The new 21st century Morris P-8 school originally opened in 1958 as Madison Pike Elementary. It was renamed to Louis J. Morris Elementary in 1976 in honor of its principal Louis J. Morris. Construction of the new building in 2017 included merging with the neighboring Westlawn Middle School from which emerged the new name, Morris P-8.

Morris P-8 is a Title I school in the Huntsville City School System located in the county of Madison in northern Alabama. The school's campus is located at 4801 Bob Wallace Ave SW near the largest employer in the city, U.S. Army Redstone Arsenal. The city of Huntsville is an urban community that continues to experience rapid growth. Morris P-8 is situated on twenty-six (26) acres of land in a more established area of the city and encompasses federal housing projects, apartment complexes, mobile home parks, and single family homes. Adjacent to this location are two of its educational partners, the Botanical Gardens and the U.S. Space and Rocket Center. Both have been loyal educational partners by allowing the students to visit on annual field trips and providing incentives for attendance. The programs have a positive effect on student academic performance and success.

Morris P-8 student population is a diverse group with all students provided free breakfast, lunch, and dinner. The students served in this community come from diverse-income families. Local churches and organizations provide school supplies and weekend snack packs for the students. The socioeconomic hardships the student's families face daily result in a very transient school population. Students continue to enroll and withdraw as the year progresses with the current enrollment at 1,066. At the time of this report, approximately 45% are African American, 34% are Hispanic, 17% are White, and 4% are other.

Morris P-8 faculty and staff are a diverse population that is the result of successfully combining Louis J. Morris Elementary and Westlawn Middle School. The increase in student population created the opportunity to increase our existing combined staff with additional new units. Three faculty members have Ed.D.'s, five have Ed.S.'s, twenty-four have Master's, and thirty-five have Bachelor degrees. Two have national board certification. The faculty is 34% African American, 64% Caucasian, and 2% other. Our staff is supported in great measure by two assistant principals, two counselors, two campus security officers, a Huntsville Police Department officer, a nurse, a parent coordinator, and support personnel who serve in various capacities. In addition, thirteen part-time interventionists provide additional small group support to targeted students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Morris P-8's mission is that all children will be college and/or career ready by providing a safe and nurturing environment where academic excellence is expected and diversity is respected.

Morris P-8 is a National Blue Ribbon School of Excellence awarded primarily due to our belief that we must meet the needs of the whole child. Support for our students is demonstrated by our efforts to keep children safe, fed, and motivated in addition to providing high-quality instruction that targets multiple intelligences. Outstanding leadership, evidence of high expectations for students and staff, ongoing professional development, and exemplary student support are part of the foundation for a strong education at Morris P-8. Data-driven decisions are made as part of the collaborative process that takes place between leadership and teachers at each grade level.

Morris P-8 adopted the motto "Always Learning" and applies this practice among students, faculty, and staff. Teachers are encouraged to share their college experiences and their continuing educational pursuits with students. During College and Career Week, teachers post their collegiate memories in the hallways and wear their cap and gown with hopes of instilling in the students expectations of going to college. Vocational experts are invited to the school to share with students their experiences of success in a trade to provide students with a greater understanding of options for their future. Parents are indoctrinated with the goal of "Always Learning" by offering opportunities for them to learn and participate in their child's education as well.

Morris P-8 student instruction is aligned with the state's College and Career Ready Standards. These standards are closely aligned with the widely known Common Core State Standards. Morris P-8 implements a digital curriculum that is supported by a wide variety of supplemental resources. Daily instruction for students in 3rd-8th grade is provided through 1:1 laptops that are used at school and home. PreK- 2nd grades utilize 1:1 iPads while at school and additionally, iMacs are used to support classroom instruction and learning. All classrooms are equipped with Epson projectors with interactive whiteboards, and computer-based programs that further enrich the daily instruction of reading, math, science, social studies, and writing. English Language Learners (ELL) have access to additional programs such as Imagine Learning. Special Education students receive additional support with iReady, an adaptive computer-based learning program. All other students are provided with computer-based intervention with SuccessMaker program. District-wide standardized testing and progress monitoring are completed in classrooms with immediate instructional feedback.

Morris P-8 understands that values, beliefs, and attitudes contribute to the overall culture of the school and to society as a whole. Those values are developed and nurtured to have a profound effect of student's growth and behavior. A team comprised of administration, teachers, and counselors created a positive behavior intervention program that included goals for every area of the school. The acronym SOAR represents goals unique to the needs of students at Morris P-8.
"S" is for Safety, "O" for Own Your Actions, "A" for Attitude of Excellence, and "R" for Resolve Conflict Responsibly with Respect. The team provided the staff with lesson plans that assist in educating students about how to SOAR in the classroom, lunchroom, restrooms, and hallways. Additionally, students are taught how to prevent and report bullying throughout the school-year utilizing our districts "No Place for Hate" campaign. During Drug Abuse Resistance Education Week students are taught to say no to using drugs, gang membership, and violent behavior. The year-long "No Place for Hate" program, the six week bullying prevention program, Suicide Prevention Week, and Red Ribbon Week support character education at Morris P-8. Students have the opportunity to participate after-school in the Good News Club and team sports including football, track, basketball, volleyball, and cheerleading. The Student Government Association, National Jr. Honor

Society, Cyber Security, Project Lead the Way, Robotics, band, choir, math academic teams, and Safety Patrol program provides opportunities for students to show leadership and develop good character traits.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Morris P-8 met the requirements established by the AdvancED Accreditation Commission and Board of Trustees by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Morris P-8 earned the Council for Leaders in Alabama Schools (CLAS) Banner Award in 2017. Our exemplary educational program was recognized as a model for schools across the state through an application process that outlined programs that enhance instruction and enrich the lives of our students. Programs recognized as part of this prestigious honor included gardening classes, Project Lead the Way, Greenpower Science Club, Math Club, field trips free of charge including Camp McDowell, before and after-school tutoring, Parent Parties, and many more opportunities to meet the needs of the students. This award was presented to our school leadership in the presence of the state superintendent and many district representatives throughout the state of Alabama.
Morris P-8 was awarded a grant from the Dynamic Learning Project sponsored by GOOGLE. This grant provides a tech coach onsite for middle school students. Students and teachers are provided with trainings and applications to increase student engagement using technology.

Morris P-8 is also a National Blue Ribbon School of Excellence. The award was presented in Orlando, FL in 2015 when a team of representatives from Morris traveled to Walt Disney World. The celebration of excellence in education required evidence from several aspects of the school environment. Some of these areas included leadership and educational vitality, parental involvement, professional development, and extended learning opportunities. While Morris did achieve Beacon status, we are still striving to achieve Lighthouse status by increasing our academic achievement as it pertains to district / national standard norms. This goal requires that we continue to meet the needs of the students and community while developing and integrating new methods of increasing the effectiveness of our instruction.

Morris P-8 meets the challenges of academic accountability through student assessments used in the district including Scantron Performance Series, STAR Enterprise and DIBELS. In the next three years, the focus will be on closing the achievement gap in all content areas as well as with all subgroups.

Morris P-8 is continuing to better integrate and understand the Alabama College and Career Ready Standards. New supplemental resources, textbooks, and digital components are being implemented this school year. Teachers are receiving professional development, grade-level training and data meetings, and are encouraged to request training specific to their needs in this area.

Morris P-8 is continuously utilizing research-based educational computer programs to enhance the digital curriculum. The goal is to keep the students engaged in learning both at school and at home. Students are instructed how to care for their computers while at school and at home since good maintenance is essential to the digital learning environment.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Morris P-8 is a brand new facility with state-of-the-art security and technology. The leadership by the principal of Louis J. Morris Elementary has continued to the new Morris P-8 school. Prior to the beginning of the 2017-18 school year, the staff from each of the combining schools were provided with team-building and leadership opportunities. Morris P-8 teachers blended successfully after transitioning from an Elementary and Middle School background to a combined setting. The faculty's experience in serving similar populations of students from the community created a bond that allows us to continue to address the needs of the whole child in the new building. In addition, students who previously attended Morris Elementary are now able to stay in contact with previous teachers who remain concerned about their individual success.

Morris P-8 continues to receive ongoing support by community stakeholders. Resources, volunteers, and materials remain vital to our success and stakeholders contribute in a large variety of ways. The Space and Rocket Center and Botanical Gardens allow students entrance into the parks without charge. Boeing and Raytheon have provided hands-on Science Activities both during the school day and in the evening to increase parental involvement and academic success. Local churches and organizations have support the school for many years. "Children First", which is funded by Huntsville First United Methodist Church has been an incredible resource for teachers, students, and their families. They provide 'room moms', an on-site volunteer coordinator, weekend snack packs, volunteer tutors, and a variety of incentives for student achievement. Latham United Methodist provides after-school tutoring and transportation for third grade students. They also support first grade readers through the Parade of Readers with special guests every Friday. Trinity Baptist Church of Madison, Avion, First United Methodist of Madison, Schaffer Eye Center, Huntsville Jaycees, and HEALS Clinic provides school supplies and gifts from the Angel Tree around Christmas time. Other churches in the community coordinate programs including "Shop with A Hero". The Army Contracting Command provided Christmas gifts for every first-grade student. The Ruff group from the neighboring school district handed out Barbies, books, bears, and toy cars to PreK and Kindergarten. The on-campus Learning Lab after-school program, where students are kept until parents are able to pick them up after work, provides an additional opportunity for the student to continue to use the digital curriculum. Other after-school programs, such as the Boys and Girls Club, provide the same opportunities that greatly benefit those students without Internet access at home.

Morris P-8 has an active PTA that continues to increase its membership. Last year, at Morris, we received the Golden Apple award. Many incentives continue to be offered to parents to get involved in their children's learning. Themed evening meetings such as Science, Reading, and Math Nights, carnivals, and parent parties during the day were very successful last year. The administration staff ensures that parent meetings always have food and drinks served in an effort to increase attendance. The goal this school year is to increase the membership and continue the momentum from last year since there has been a change in the student population with the merging of the two schools. The ultimate goal is to have 100% parents and teachers as actively involved members.

Morris P-8 has access to a NOVA counselor and an on-campus Heals clinic. The specialized counselor regularly sees students with specific needs and helps them address challenges. The clinic provides primary health and dental care to students as well as family members from infants to age eighteen. Both of these resources are vital to our students' mental and physical health.

Morris P-8 continues to partner with Master Gardeners. Students in fifth grade had weekly gardening class in the greenhouse in the previous school building. Students are able to grow and eat their own fresh produce while learning about lifecycles of plants and healthy living. Currently, the Master Gardeners program fund-raised over $17,000 to support building a new greenhouse on the campus of Morris P-8.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Morris P8 leadership team consists of the principal, two assistant principals, instructional coaches, counselors, and lead teachers in the school. The principal selects positive role models to form the ACIP team. They meet to collaborate and evaluate the progress toward goals specifically designed for Morris P8. Results are discussed and shared with each grade level and other stakeholders. In addition, our parent coordinator is a valuable part of the Morris P8 team. She is bilingual and informs parents of the need for their participation with ACIP goals. Parents have input in the ACIP process by attending faculty meetings, Annual Title I meetings, and/or meetings with the parent coordinator.

Stakeholders, which include members from a variety of churches, PTA Board, and members of the Botanical Gardens, meet with the Leadership team at different times during the school year. School assessment data and school improvement activities are discussed with the stakeholders. Ideas from the stakeholders are shared with the rest of the faculty. Meetings are scheduled in the morning, afternoon, and/or evening to accommodate stakeholders' schedules. The ACIP committee analyzes data from the district academic assessments along with data from various other sources, including surveys, to complete all sections of the ACIP. This analysis allows the team to identify strengths and weaknesses as well as develop action steps and strategies to increase student achievement. Additionally, data is presented to parents at our Annual Title I meetings that were held on August 28, 2018, in the morning and in the afternoon. During these meetings, parents and stakeholders are given a copy of the most current ACIP and the opportunity to provide input.

Many incentives have been offered to parents to encourage them to get involved in their children's learning. Themed night meetings, carnivals, the purchase of school supplies for all students, and various fundraising activities were very successful last school year. The goal this school year is to revitalize the PTA and increase the membership/participation. The ultimate goal is to have 100% of parents and teachers as actively involved members.

Morris P-8 garnered the support of several community stakeholders. Botanical Gardens supported the school by allowing students entrance into the park without charge. Raytheon provided hands-on activities to enhance academic success. Also, local churches and organizations have supported the school for several years. "Children First," which is funded by Huntsville First United Methodist Church has been an amazing resource for students and their families. Latham United Methodist provides after-school tutoring and transportation for third grade students. Trinity Baptist Church of Madison provides school supplies and gifts from the Angel Tree around Christmas time. The on-campus Learning Lab after school program, where students are kept until parents are able to pick them up after work, provides an additional opportunity for the students to continue to use the digital curriculum. Other after school programs, such as the Boys and Girls Club, provide the same opportunities that greatly benefit those students without Internet access in the home. Additionally, the district has provided hotspots from T-Mobile and AT&T to support student access to the internet free of charge.

Morris P-8 has an on-campus Heals Clinic, which provides primary health and dental care to students, as well as family members from infants to age eighteen. Morris P-8 continues to partner with the Master Gardeners. Students in fifth grade participated in many activities surrounding the life cycle of plant, water cycle, and animal habitats. This year the gardeners are working with fifth grade students.

Morris P-8 has a new program called Green Power. The purpose of this program is to improve community involvement through recycling and keeping the environment clean. Morris P-8 elementary and middle school students are involved in Green Power teams which race other

community and international teams.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The following is a breakdown of the 2018-2019 ACIP participants by section:

Budget:

-Patty Boyd

- Patsey Thomas

- Rita Micheal

- LaKeisha Agun

- Luis Porras - Parent

- Constance Okoro -Parent

-Katherine Jones

-Jan Coryell-Mahone

-Sabrina Threatt

-Bonnie Garrett

-Sharmecka Hill

-Nicole Smith

-Bambi Crivello

-Lilliana Peinder

-Sandra Deneri

-Mary Catherine Smith

-Holly Fishel

-Ashley Connor

-Casey Hillard

Executive Summary:

-Patricia Boyd

-Marie Schouten

-LaKeisha Agun

Improvement Stakeholder Involvement/Stakeholder Improvement Diagnostic:

- Patricia Boyd

- LaKeisha Agun

- Patsey Thomas

- Sandra Daneri

- Deborah DeLacey

-Stephanie Varner

Goals/Plan:

- Patty Boyd
-LaKeisha Agun
-Stephanie Varner
- Tim Lanza
-Patsey Thomas
- Jan Coryell-Mahone
- Tiffany Tolbert
- Rozetta Johns
- Katherine Jones
- Sharmecka Hill
- Casey Hillard
-Mary Catherine Smith
- Bambi Crivello
- Beth Massey
-Marie Schouten
- Kimberly Petty
- Lindsey Parvin

Assurances:
-Patty Boyd
- LaKeisha Agun
- Deborah DeLacey

Goals/Plan (Technology):
- Sonya Garrett-Wilson
- Kathy Sanderson
- LaKeisha Agun

Student Performance Diagnostic:
- Patty Boyd
-LaKeisha Agun
-Stephanie Varner
- Tim Lanza
-Patsey Thomas
- Jan Coryell-Mahone
- Tiffany Tolbert
- Rozetta Johns
- Katherine Jones
- Sharmecka Hill
- Casey Hillard
-Mary Catherine Smith
- Bambi Crivello
- Beth Massey
-Marie Schouten

- Kimberly Petty

- Lindsey Parvin

-

Title I Schoolwide Diagnostic:

- Patty Boyd

-LaKeisha Agun

-Stephanie Varner

- Tim Lanza

-Patsey Thomas

- Jan Coryell-Mahone

- Tiffany Tolbert

- Rozetta Johns

- Katherine Jones

- Sharmecka Hill

- Casey Hillard

-Mary Catherine Smith

- Bambi Crivello

- Beth Massey

-Marie Schouten

- Kimberly Petty

- Lindsey Parvin

Additional Leadership Team Members:

- Sandra Daneri - Parent Coordinator

- Jackie Roberts - Parent Representative/PTA President

- Karen Hansberger - Parent Coordinator with Children First sponsored by Huntsville First United Methodist Church

-      Constance Okoro - Parent

-      Luis Porras - Parent

The ACIP plan will be presented to the faculty meeting after its completion.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be presented through a PowerPoint presentation. Stakeholders are also able to view the ACIP on the Morris P-8 website. A copy is made available in the front office and the parent coordinator's office. Parents are notified by School Cast to view the ACIP at their convenience. Our parent coordinator assists parents in Spanish, as needed.The school's leadership team reviews and revises the ACIP monthly.

Morris P-8 provides opportunities for the participation of all parents, including those of special populations. Special accommodations are made to communicate with parents by phone, mail, email, and home visits, as needed. Due to the large number of Spanish speaking

students, all notices are sent home in English and Spanish. Morris P-8 utilizes a bilingual parent coordinator and two bilingual faculty members to assist in communicating effectively with the Spanish speaking population. Furthermore, if needed, TransAct is a district tool that Morris P-8 utilizes to assist with translating documents and forms to aid in communicating with limited-English speaking parents.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	We currently use Scantron, STAR Renaissance, DIBELS, and WIDA: ACCESS for ELLs to measure student performance.	Morris P8 EOY Data 2017-18

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

According to the data, there were no areas above the expected levels of performance.

Describe the area(s) that show a positive trend in performance.

According to the data, there is no positive trend in performance.

Which area(s) indicate the overall highest performance?

According to Star Renaissance, Morris P-8 elementary students scored higher in math than in reading.

Which subgroup(s) show a trend toward increasing performance?

The data does not indicate a trend toward increasing performance in any subgroup.

Between which subgroups is the achievement gap closing?

The data provided is not broken down by subgroup.

Which of the above reported findings are consistent with findings from other data sources?

According to the data sources, there was a decrease in reading and math proficiency.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

According to Scantron Performance Series, Morris P8 performed below the expected levels of growth and proficiency in all areas.

Describe the area(s) that show a negative trend in performance.

Based on Scantron Performance Series, students in grades 3-8 show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

According to Scantron Performance Series grades 6-8 showed a sharp decrease in reading proficiency.

Which subgroup(s) show a trend toward decreasing performance?

Due to the change in state standardized assessments, this data is not currently available.

Between which subgroups is the achievement gap becoming greater?

With students in grades 6-8, 62% of students in the area of math and 76% of the students in reading need immediate intervention.

Which of the above reported findings are consistent with findings from other data sources?

Data is not available.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
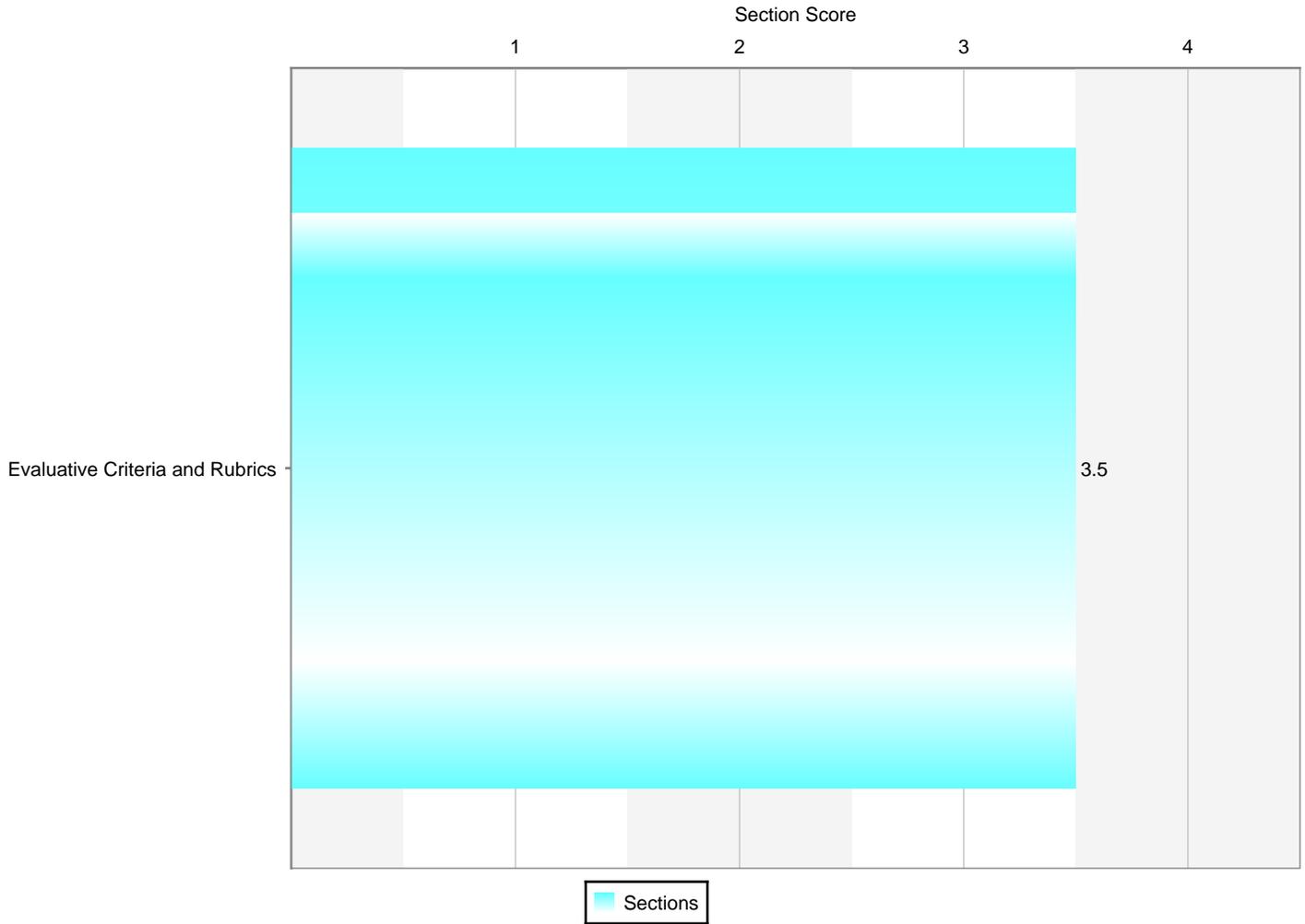
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Morris P8 Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	See attachment	Morris P8 Signatures

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Patty Boyd 4801 Bob Wallace Avenue Huntsville, AL 35805	Principal Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See attachment	Parent and Family Engagement 2018-19

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attachment	Student-Parent Compacts

2018 -2019 Goals and Plans

Overview

Plan Name

2018 -2019 Goals and Plans

Plan Description

2018 - 2019

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology, including support through DLP Coach.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	$0
3	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	$0
5	All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and support twenty-first century learning.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
8	Students at Morris P8 will improve proficiency in reading and math.	Objectives: 2 Strategies: 2 Activities: 13	Academic	$0

Goal 1: Engage and Empower the Learner Through Technology, including support through DLP Coach.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in displaying creative and critical thinking expertise, and effective communictaion skills in technology in a variety of learning environments in Mathematics by 05/23/2019 as measured by utlizing DreamBox, Classworks, eSparks, Pearson Digital Learning Tools, and Web 2.0 tools in the classroom.

Strategy 1:

Curriculum - Teachers will receive on-going embedded professional development and support in implementing the Huntsville City School adopted curriculum.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0	District Funding	All Certified Staff

Activity - Technology Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morris P8 teachers and students will implement district technology resources to support student learning.	Technology, Academic Support Program	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Goal 2: The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.

Measurable Objective 1:

collaborate to promote a positive school culture to increase parental involvement and a positive relationship with stakeholders, as well as maintain a safe, clean, and orderly learning environment to increase student achievement by 05/23/2019 as measured by survey response totals.

Strategy 1:

Positive Climate & Culture - All certified personnel will engage in ongoing professional learning to promote a positive climate and culture of academic excellence.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific-Based Research

Activity - PBIS - Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Professional Learning, Behavioral Support Program, Other	08/06/2018	05/23/2019	$0	No Funding Required	All Certified Staff

Strategy 2:

Parent Workshops - Parents will participate in parent workshops and activities to reinforce the involvement of parents in their child's education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0	No Funding Required	All Certified Staff

Strategy 3:

Schoolwide Celebrations - Morris Elementary School will enhance cultural awareness and diversity by promoting activities that will include students, parents, and other community stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Schoolwide Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Community Engagement, Extra Curricular, Field Trip, Parent Involvement	08/06/2018	05/23/2019	$0	Title I Part A	All Certified Staff

Strategy 4:

Mentoring / Advising - Teachers will advise and / or mentor students to support academic progress and personal development.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Eagle Encore / Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Extra Curricular, Academic Support Program, Career Preparation/Orientation	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Strategy 5:

Stakeholders - Continuous Improvement Process - Morris P8 will engage in an up-to-date continuous improvement to improve student learning and professional

practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Research Based

Activity - Stakeholders - Continuous Improvement Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Goal 3: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency the effective use of digital content, technology tools, and resources in Reading by 05/23/2019 as measured by Scantron Reading and Math Assessments. .

Strategy 1:

Digital Tools - Provide teachers with Professional Learning designed to increase the use of interactive whiteboards and other digital components.

Category: Develop/Implement Learning Supports

Research Cited: Scientific-Based Research

Activity - Digital Tools Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0	District Funding	Educational Consultants, Curriculum Specialist, Principal

Goal 4: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to develop procedures and implement best practice security policies to ensure safe and reasonable, quick access to online digital content by 05/23/2019 as measured by Transform2020 Survey results, Dyknow, and Best Practice Online Portfolio.

Strategy 1:

Digital Citizenship and Best Practices - Teachers will collaborate to organize a portal for best practice lessons and provide students with explicit instruction in digital citizenship.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Activity - DyKnow	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Measurable Objective 2:

collaborate to locate and promote the use of high-quality, cost effective, interactive digital content curriculum materials and text by 05/23/2019 as measured by Alabama's College-and Career-Ready Standards.

Strategy 1:

Technology Best Practices - Teachers will receive professional development and collaborate to create a portal for best practices, by creating a policy/checklist for selecting high quality educational resources

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Best Practices Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0	Other	All certified staff

Activity - Best Practices Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Goal 5: All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language proficiency by in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment. .

Strategy 1:

ESOL Intervention - ESOL students will receive explicit, small group instruction from an ELL interventionist in Language Arts and Math academic vocabulary.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific Research based

Activity - ESOL Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Professional Learning, Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Goal 6: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018 - 2019 by 05/23/2019 as measured by completing monthly communication and the quarterly principal meetings with stakeholders.

Strategy 1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 - 2019 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0	No Funding Required	LEA and faculty of the school

Goal 7: Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/23/2019 as measured by Two data points from the 2018 – 2019 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May. .

Strategy 1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2018 - 2019 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0	District Funding	Teachers, administrators, coaches, specialists, and principals

Goal 8: Students at Morris P8 will improve proficiency in reading and math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in grades 3-8 with an increase from 20% to 25% and student growth of 38% to 48% in Reading by 05/23/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy 1:

ELA Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards

with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Individualized Daily Reading (IDR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0	Title I Schoolwide	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0	Title I Schoolwide	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Tutoring, Technology, Direct Instruction	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training and support on the use of data to guide instruction.	Professional Learning, Behavioral Support Program, Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	$0	No Funding Required	All certified staff

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend summer school 2019 to receive remediation in reading and math.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	$0	Title I Part A	Certified staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in grades 3-8 with from 24% to 29% and student growth from 35% to 45% in Mathematics by 05/23/2019 as measured by Scantron Performance Series Mathematics Assessment.

Strategy 1:

Mathematics Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready

Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Tutoring, Direct Instruction	08/06/2018	05/23/2019	$0	Title I Part A	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Resources	Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0	All certified staff
ESOL Resources	All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Professional Learning, Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	$0	All certified staff
Educational Software	Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0	All certified staff
Field Trips	Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0	All certified staff
Field Trips	Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0	All certified staff
Interventionists	Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Tutoring, Technology, Direct Instruction	08/06/2018	05/23/2019	$0	All certified staff
Summer School	Students will attend summer school 2019 to receive remediation in reading and math.	Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	$0	Certified staff
Interventionists	Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Tutoring, Direct Instruction	08/06/2018	05/23/2019	$0	All certified staff

Schoolwide Celebrations	School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Community Engagement, Extra Curricular, Field Trip, Parent Involvement	08/06/2018	05/23/2019	$0	All Certified Staff
Professional Learning	Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0	All certified staff
Instructional Resources	Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0	All certified staff
Educational Software	Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0	All certified staff
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Daily Reading (IDR)	Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0	All certified staff
Professional Development	Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0	All certified staff
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enhancing student engagement	Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0	Teachers, administrators, coaches, specialists, and principals
Digital Tools Professional Development	Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0	Educational Consultants, Curriculum Specialist, Principal
Professional Development	Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0	All Certified Staff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Best Practices Professional Development	Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0	All certified staff
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Teachers will receive ongoing training and support on the use of data to guide instruction.	Professional Learning, Behavioral Support Program, Academic Support Program, Direct Instruction	08/06/2018	05/23/2019	$0	All certified staff
PBIS - Classroom Management	All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Professional Learning, Behavioral Support Program, Other	08/06/2018	05/23/2019	$0	All Certified Staff
Digital Citizenship Training	Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0	All certified staff

Quarterly engagement meetings	a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0	LEA and faculty of the school
Stakeholders - Continuous Improvement Process	All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0	All certified staff
Technology Tools	Morris P8 teachers and students will implement district technology resources to support student learning.	Technology, Academic Support Program	08/06/2018	05/23/2019	$0	All certified staff
Eagle Encore / Clubs	To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Extra Curricular, Academic Support Program, Career Preparation/Orientation	08/06/2018	05/23/2019	$0	All certified staff
Parental Involvement Activities	Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0	All Certified Staff
Best Practices Portfolio	Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0	All certified staff
DyKnow	Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0	All certified staff
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent Survey for Schools: Survey indicate that the parents feel welcome at the schools, they are aware of their child's academic goals and the school promotes parental involvement through various activities.

Student Surveys (grades 3-8)- Students favored highly that teachers are respectful. Students feel that their teachers help them to prepare for the future academically. Students are excited to attend a brand new facility to learn and participate in extracurricular activities.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Climate and Culture: The teachers indicated that communications to students is trending towards satisfaction.   Areas that could use improvement are explaining what is being taught and having students explain they are thinking/doing. Parent surveys show that the things that teachers say to students are trending towards increasing satisfaction or deceasing satisfaction.   The results indicate that teachers explain what students will be working on, but do not expand upon them being able to explain it in their own words. Student surveys indicate that an area trending towards satisfaction is how they feel while at school. Their feelings at school were described as happy, challenged, excited, and interested.

Parent Survey for Schools: The parents stated areas trending towards stakeholder satisfaction are having a safe learning environment and students being prepared for success in the next grade level.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Due to the merger between L.J. Morris Elementary and Westlawn Middle School, previous data is unavailable.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Student Engagement: Parents and students scored what the students do in class as the lowest area. The students spend most of their time listening to teachers and working with others. They do not spend enough time completing projects, making presentations, working on challenging assignments, and participating in project demonstrations.

Student Surveys indicate that bullying is a major concern. Additionally, middle school indicated that the use of counseling services to help students deal with depression is a need.

Parent Survey for Schools: The parents indicated that the lowest level of satisfaction are providing an adequate supply of current learning resources and providing excellent support services.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Climate and Culture: The lowest scoring area for teachers was their feelings towards completing responsibilities. These feelings were described as never enough time, pressured, deliberate, and rushed/hectic. Parents and students scored what the students do in class as the lowest area. The students spend most of their time listening to teachers and working with others. They do not spend enough time completing projects, making presentations, working on challenging assignments, and participating in project demonstrations.

Student Inventory: Surveys indicate that participating in school activities such as sports, clubs, or tutoring have the lowest levels of satisfaction for elementary and middle school students. Additionally, middle school indicated that the use of counseling services is another low area of satisfaction.

Parent Survey for Schools: The parents indicated that the lowest level of satisfaction are providing an adequate supply of current learning resources and providing excellent support services.

Parent Survey for Early Learning Schools: The lowest scoring items include parents being asked for their ideas for improving the school and receiving adequate communication about what is happening at the school.

What are the implications for these stakeholder perceptions?

According to the parent surveys, the school needs to improve in communications to help parents become aware of resources that are readily available. Since students scored these areas very low, teachers and staff need to ensure that students are engaged in challenging project-based learning. Teacher lessons should be explicit, with multiple opportunities to demonstrate depth of knowledge. Due to the merger, student extra-curricular activities are promoted in various ways to encourage participation.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Due to the merger between L.J. Morris Elementary and Westlawn Middle School, previous data is unavailable.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2
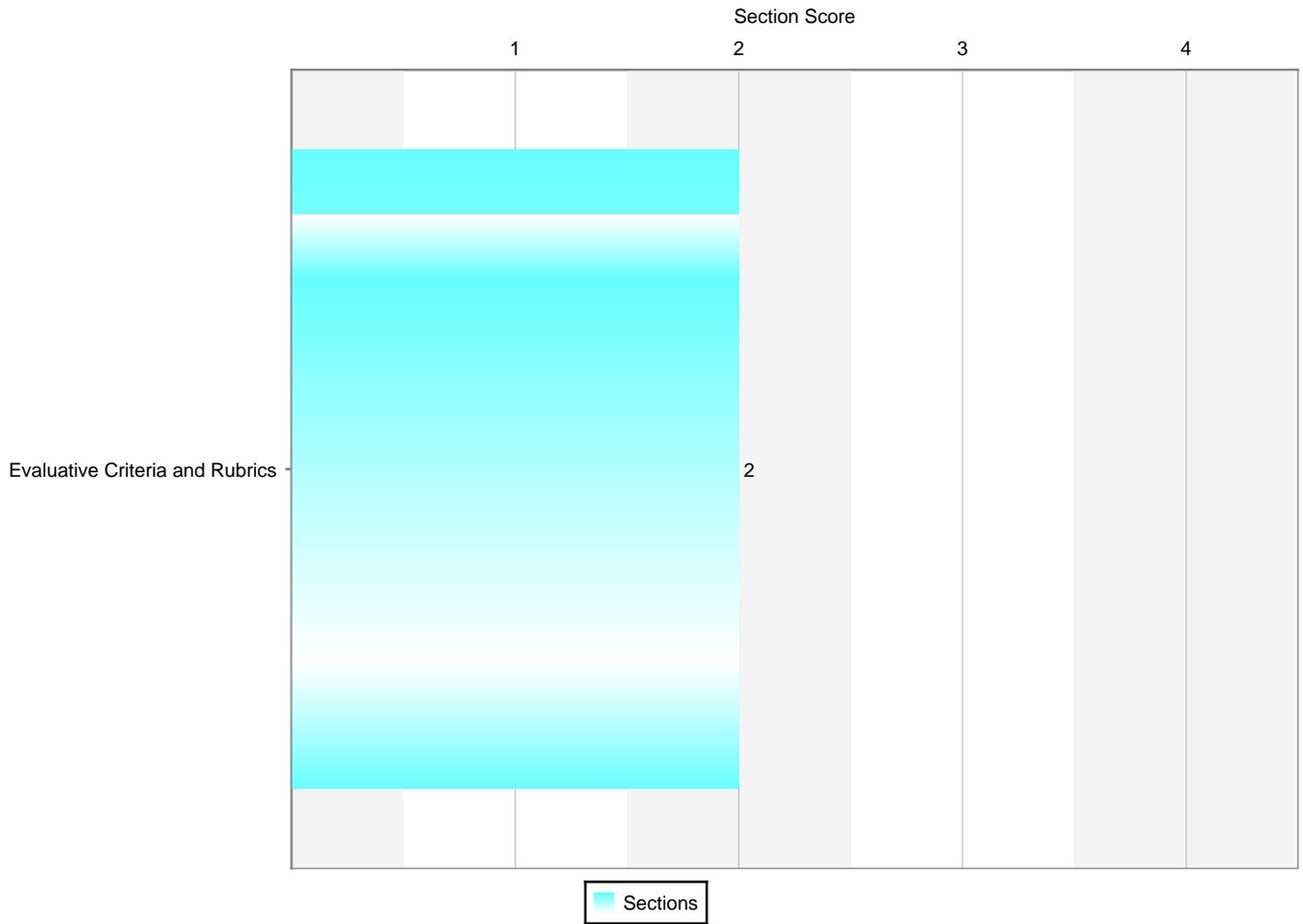
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Morris P8 teachers analyzed state academic assessments along with data derived from various other sources to complete the needs assessment from ACIP. After the data analysis was completed, teachers worked to identify strengths and weaknesses and develop strategies and action steps they valued and believed would increase student achievement. State assessment data was presented to parents at our Annual Title I meetings on August 28, 2018 at 8:00 a.m. and 3:30 p.m. where parents were given the opportunity to provide input and ask questions. During the 2018-19 school year, Morris P8 will utilize more district data to the change in state standardized assessments.

What were the results of the comprehensive needs assessment?

Population: 1082 Total
Attendance Rate: 94.2%.
EL Students Tested:
Special Education Students:
Discipline Data (2018):

According to Scantron Performance Series Math Assessment, Morris P8 overall growth proficiency was 24% with the following:
3rd grade - 49%
4th grade - 35%
5th grade - 29%
6th grade - 14%
7th grade - 14%
8th grade - 14%

According to Scantron Performance Series Reading Assessment, Morris P8 overall growth proficiency was 20% with the following::
3rd grade - 29%
4th grade - 32%
5th grade - 30%
6th grade - 16%
7th grade - 23%
8th grade - 15%

What conclusions were drawn from the results?

All students at Morris P8 need to improve significantly in Reading and Math. Morris P8 need to improve student attendance rate and reduce

the number of behavior infractions.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Core teachers, collaborative teachers, and interventionists will utilize Scantron Reports, S.P.I.R.E, DreamBox, Classworks, and eSparks, to guide instruction and monitor student progress. Positive Behavior Interventions and Supports (PBIS) will be implemented school-wide to reduce inappropriate behavior.

How are the school goals connected to priority needs and the needs assessment?

Our school's goals are directly aligned to our students' needs and assessment data. Tier I core instruction is not meeting the majority of our population. Teachers are working to implement small group Tier II instruction in both reading and math for 100% of our identified students. According to HCS digital 1:1 curriculum, 100% of teachers use computers to teach and assess core instruction. However, the district is providing textbooks to support a blended learning environment.

How do the goals portray a clear and detailed analysis of multiple types of data?

Because we will use multiple types of data, which includes Scantron, STAR Enterprise, and DIBELS Next, it portrays a clearer picture of students' strengths and weaknesses, and the skills teachers need to address according to the Alabama College Career Ready Standards.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Goals are developed to address the needs of all our subgroups. 100% of students receive free breakfast and lunch. Therefore, all students have access to all services and programs available, including ELL services, special education, interventionists, free lunch, technology,and counseling services. In addition, our parents have access to a bilingual coordinator.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.

Measurable Objective 1:

collaborate to promote a positive school culture to increase parental involvement and a positive relationship with stakeholders, as well as maintain a safe, clean, and orderly learning environment to increase student achievement by 05/23/2019 as measured by survey response totals.

Strategy1:

Positive Climate & Culture - All certified personnel will engage in ongoing professional learning to promote a positive climate and culture of academic excellence.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific-Based Research

Activity - PBIS - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Behavioral Support Program Professional Learning Other	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Parent Workshops - Parents will participate in parent workshops and activities to reinforce the involvement of parents in their child's education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy3:

Stakeholders - Continuous Improvement Process - Morris P8 will engage in an up-to-date continuous improvement to improve student

learning and professional practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Research Based

Activity - Stakeholders - Continuous Improvement Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy4:

Schoolwide Celebrations - Morris Elementary School will enhance cultural awareness and diversity by promoting activities that will include

students, parents, and other community stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Schoolwide Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Parent Involvement Field Trip Extra Curricular Community Engagement	08/06/2018	05/23/2019	$0 - Title I Part A	All Certified Staff

Strategy5:

Mentoring / Advising - Teachers will advise and / or mentor students to support academic progress and personal development.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Eagle Encore / Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Career Preparation/ Orientation Extra Curricular Academic Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Goal 2:

Engage and Empower the Learner Through Technology, including support through DLP Coach.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in displaying creative and critical thinking expertise, and effective communictaion skills in technology in a variety of learning environments in Mathematics by 05/23/2019 as measured by utlizing DreamBox, Classworks, eSparks, Pearson Digital Learning Tools, and Web 2.0 tools in the classroom.

Strategy1:

Curriculum - Teachers will receive on-going embedded professional development and support in implementing the Huntsville City School adopted curriculum.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Technology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Morris P8 teachers and students will implement district technology resources to support student learning.	Technology Academic Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	All Certified Staff

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency the effective use of digital content, technology tools, and resources in Reading by 05/23/2019 as measured by Scantron Reading and Math Assessments. .

Strategy1:

Digital Tools - Provide teachers with Professional Learning designed to increase the use of interactive whiteboards and other digital components.

Category: Develop/Implement Learning Supports

Research Cited: Scientific-Based Research

Activity - Digital Tools Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0 - District Funding	Educational Consultants, Curriculum Specialist, Principal

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to develop procedures and implement best practice security policies to ensure safe and reasonable, quick access to online digital content by 05/23/2019 as measured by Transform2020 Survey results, Dyknow, and Best Practice Online Portfolio.

Strategy1:

Digital Citizenship and Best Practices - Teachers will collaborate to organize a portal for best practice lessons and provide students with explicit instruction in digital citizenship.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - DyKnow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

collaborate to locate and promote the use of high-quality, cost effective, interactive digital content curriculum materials and text by 05/23/2019 as measured by Alabama's College-and Career-Ready Standards.

Strategy1:

Technology Best Practices - Teachers will receive professional development and collaborate to create a portal for best practices, by creating a policy/checklist for selecting high quality educational resources

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Best Practices Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Best Practices Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0 - Other	All certified staff

Goal 5:

All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language proficiency by in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment. .

Strategy1:

ESOL Intervention - ESOL students will receive explicit, small group instruction from an ELL interventionist in Language Arts and Math academic vocabulary.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific Research based

Activity - ESOL Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Direct Instruction Professional Learning Academic Support Program	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Goal 6:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018 - 2019 by 05/23/2019 as measured by

completing monthly communication and the quarterly principal meetings with stakeholders.

Strategy1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 - 2019 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	LEA and faculty of the school

Goal 7:

Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/23/2019 as measured by Two data points from the 2018 – 2019 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May. .

Strategy1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2018 - 2019 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	Teachers, administrators, coaches, specialists, and principals

Goal 8:

Students at Morris P8 will improve proficiency in reading and math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in grades 3-8 with an increase from 20% to 25% and student growth of 38% to 48% in Reading by 05/23/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

ELA Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Individualized Daily Reading (IDR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend summer school 2019 to receive remediation in reading and math.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	$0 - Title I Part A	Certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Direct Instruction Technology Tutoring	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training and support on the use of data to guide instruction.	Behavioral Support Program Direct Instruction Academic Support Program Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in grades 3-8 with from 24% to 29% and student growth from 35% to 45% in Mathematics by 05/23/2019 as measured by Scantron Performance Series Mathematics Assessment.

Strategy1:

Mathematics Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Direct Instruction Tutoring	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Engage and Empower the Learner Through Technology, including support through DLP Coach.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in displaying creative and critical thinking expertise, and effective communictaion skills in technology in a variety of learning environments in Mathematics by 05/23/2019 as measured by utlizing DreamBox, Classworks, eSparks, Pearson Digital Learning Tools, and Web 2.0 tools in the classroom.

Strategy1:

Curriculum - Teachers will receive on-going embedded professional development and support in implementing the Huntsville City School adopted curriculum.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Technology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Morris P8 teachers and students will implement district technology resources to support student learning.	Academic Support Program Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	All Certified Staff

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency the effective use of digital content,

technology tools, and resources in Reading by 05/23/2019 as measured by Scantron Reading and Math Assessments. .

Strategy1:

Digital Tools - Provide teachers with Professional Learning designed to increase the use of interactive whiteboards and other digital

components.

Category: Develop/Implement Learning Supports

Research Cited: Scientific-Based Research

Activity - Digital Tools Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0 - District Funding	Educational Consultants, Curriculum Specialist, Principal

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to develop procedures and implement best practice security policies to ensure safe and reasonable, quick access to online digital

content by 05/23/2019 as measured by Transform2020 Survey results, Dyknow, and Best Practice Online Portfolio.

Strategy1:

Digital Citizenship and Best Practices - Teachers will collaborate to organize a portal for best practice lessons and provide students with

explicit instruction in digital citizenship.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - DyKnow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

collaborate to locate and promote the use of high-quality, cost effective, interactive digital content curriculum materials and text by

05/23/2019 as measured by Alabama's College-and Career-Ready Standards.

Strategy1:

Technology Best Practices - Teachers will receive professional development and collaborate to create a portal for best practices, by

creating a policy/checklist for selecting high quality educational resources

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Best Practices Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Best Practices Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0 - Other	All certified staff

Goal 4:

The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.

Measurable Objective 1:

collaborate to promote a positive school culture to increase parental involvement and a positive relationship with stakeholders, as well as maintain a safe, clean, and orderly learning environment to increase student achievement by 05/23/2019 as measured by survey response totals.

Strategy1:

Positive Climate & Culture - All certified personnel will engage in ongoing professional learning to promote a positive climate and culture of academic excellence.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific-Based Research

Activity - PBIS - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Behavioral Support Program Other Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Schoolwide Celebrations - Morris Elementary School will enhance cultural awareness and diversity by promoting activities that will include students, parents, and other community stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Schoolwide Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Field Trip Community Engagement Parent Involvement Extra Curricular	08/06/2018	05/23/2019	$0 - Title I Part A	All Certified Staff

Strategy3:

Stakeholders - Continuous Improvement Process - Morris P8 will engage in an up-to-date continuous improvement to improve student learning and professional practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Research Based

Activity - Stakeholders - Continuous Improvement Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy4:

Mentoring / Advising - Teachers will advise and / or mentor students to support academic progress and personal development.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Eagle Encore / Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Career Preparation/ Orientation Academic Support Program Extra Curricular	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy5:

Parent Workshops - Parents will participate in parent workshops and activities to reinforce the involvement of parents in their child's

education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Goal 5:

All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language proficiency by in English Language Arts by

05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment. .

Strategy1:

ESOL Intervention - ESOL students will receive explicit, small group instruction from an ELL interventionist in Language Arts and Math

academic vocabulary.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific Research based

Activity - ESOL Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Goal 6:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018 - 2019 by 05/23/2019 as measured by completing monthly communication and the quarterly principal meetings with stakeholders.

Strategy1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 - 2019 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd

accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	LEA and faculty of the school

Goal 7:

Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/23/2019 as measured by Two data points from the 2018 – 2019 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May. .

Strategy1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2018 - 2019 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	Teachers, administrators, coaches, specialists, and principals

Goal 8:

Students at Morris P8 will improve proficiency in reading and math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in grades 3-8 with from 24% to 29% and student growth from 35% to 45% in
Mathematics by 05/23/2019 as measured by Scantron Performance Series Mathematics Assessment.

Strategy1:

Mathematics Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama
College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited:

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Direct Instruction Tutoring	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in grades 3-8 with an increase from 20% to 25% and student growth of 38% to 48% in Reading by 05/23/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

ELA Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend summer school 2019 to receive remediation in reading and math.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	$0 - Title I Part A	Certified staff

Activity - Individualized Daily Reading (IDR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Technology Tutoring Direct Instruction	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training and support on the use of data to guide instruction.	Academic Support Program Direct Instruction Professional Learning Behavioral Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.

Measurable Objective 1:

collaborate to promote a positive school culture to increase parental involvement and a positive relationship with stakeholders, as well as maintain a safe, clean, and orderly learning environment to increase student achievement by 05/23/2019 as measured by survey response totals.

Strategy1:

Stakeholders - Continuous Improvement Process - Morris P8 will engage in an up-to-date continuous improvement to improve student learning and professional practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Research Based

Activity - Stakeholders - Continuous Improvement Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy2:

Parent Workshops - Parents will participate in parent workshops and activities to reinforce the involvement of parents in their child's education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy3:

Positive Climate & Culture - All certified personnel will engage in ongoing professional learning to promote a positive climate and culture of academic excellence.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific-Based Research

Activity - PBIS - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Other Behavioral Support Program Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy4:

Schoolwide Celebrations - Morris Elementary School will enhance cultural awareness and diversity by promoting activities that will include

students, parents, and other community stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Schoolwide Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Parent Involvement Extra Curricular Community Engagement Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All Certified Staff

Strategy5:

Mentoring / Advising - Teachers will advise and / or mentor students to support academic progress and personal development.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Eagle Encore / Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Career Preparation/ Orientation Extra Curricular Academic Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Goal 2:

Engage and Empower the Learner Through Technology, including support through DLP Coach.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in displaying creative and critical thinking expertise, and effective communictaion skills in technology in a variety of learning environments in Mathematics by 05/23/2019 as measured by utlizing DreamBox, Classworks, eSparks, Pearson Digital Learning Tools, and Web 2.0 tools in the classroom.

Strategy1:

Curriculum - Teachers will receive on-going embedded professional development and support in implementing the Huntsville City School adopted curriculum.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Technology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Morris P8 teachers and students will implement district technology resources to support student learning.	Technology Academic Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	All Certified Staff

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency the effective use of digital content, technology tools, and resources in Reading by 05/23/2019 as measured by Scantron Reading and Math Assessments. .

Strategy1:

Digital Tools - Provide teachers with Professional Learning designed to increase the use of interactive whiteboards and other digital components.

Category: Develop/Implement Learning Supports

Research Cited: Scientific-Based Research

Activity - Digital Tools Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0 - District Funding	Educational Consultants, Curriculum Specialist, Principal

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to develop procedures and implement best practice security policies to ensure safe and reasonable, quick access to online digital content by 05/23/2019 as measured by Transform2020 Survey results, Dyknow, and Best Practice Online Portfolio.

Strategy1:

Digital Citizenship and Best Practices - Teachers will collaborate to organize a portal for best practice lessons and provide students with

explicit instruction in digital citizenship.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - DyKnow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

collaborate to locate and promote the use of high-quality, cost effective, interactive digital content curriculum materials and text by

05/23/2019 as measured by Alabama's College-and Career-Ready Standards.

Strategy1:

Technology Best Practices - Teachers will receive professional development and collaborate to create a portal for best practices, by

creating a policy/checklist for selecting high quality educational resources

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Best Practices Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0 - Other	All certified staff

Activity - Best Practices Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Goal 5:

All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language proficiency by in English Language Arts by 05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment. .

Strategy1:

ESOL Intervention - ESOL students will receive explicit, small group instruction from an ELL interventionist in Language Arts and Math academic vocabulary.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific Research based

Activity - ESOL Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Direct Instruction Professional Learning Academic Support Program	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Goal 6:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018 - 2019 by 05/23/2019 as measured by completing monthly communication and the quarterly principal meetings with stakeholders.

Strategy1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 - 2019 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and

Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	LEA and faculty of the school

Goal 7:

Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/23/2019 as measured by Two data points from the 2018 – 2019 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May. .

Strategy1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2018 - 2019 school year and participation

in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and

quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	Teachers, administrators, coaches, specialists, and principals

Goal 8:

Students at Morris P8 will improve proficiency in reading and math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in grades 3-8 with from 24% to 29% and student growth from 35% to 45% in

Mathematics by 05/23/2019 as measured by Scantron Performance Series Mathematics Assessment.

Strategy1:

Mathematics Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama

College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Direct Instruction Tutoring	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in grades 3-8 with an increase from 20% to 25% and student growth of 38% to 48% in Reading by 05/23/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

ELA Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend summer school 2019 to receive remediation in reading and math.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	$0 - Title I Part A	Certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Individualized Daily Reading (IDR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training and support on the use of data to guide instruction.	Academic Support Program Professional Learning Behavioral Support Program Direct Instruction	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Direct Instruction Tutoring Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.

Measurable Objective 1:

collaborate to promote a positive school culture to increase parental involvement and a positive relationship with stakeholders, as well as maintain a safe, clean, and orderly learning environment to increase student achievement by 05/23/2019 as measured by survey response totals.

Strategy1:

Positive Climate & Culture - All certified personnel will engage in ongoing professional learning to promote a positive climate and culture of

academic excellence.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific-Based Research

Activity - PBIS - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Professional Learning Behavioral Support Program Other	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Stakeholders - Continuous Improvement Process - Morris P8 will engage in an up-to-date continuous improvement to improve student

learning and professional practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Research Based

Activity - Stakeholders - Continuous Improvement Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy3:

Mentoring / Advising - Teachers will advise and / or mentor students to support academic progress and personal development.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Eagle Encore / Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Extra Curricular Academic Support Program Career Preparation/ Orientation	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy4:

Parent Workshops - Parents will participate in parent workshops and activities to reinforce the involvement of parents in their child's

education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy5:

Schoolwide Celebrations - Morris Elementary School will enhance cultural awareness and diversity by promoting activities that will include

students, parents, and other community stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Schoolwide Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Community Engagement Extra Curricular Field Trip Parent Involvement	08/06/2018	05/23/2019	$0 - Title I Part A	All Certified Staff

Goal 2:

Engage and Empower the Learner Through Technology, including support through DLP Coach.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in displaying creative and critical

thinking expertise, and effective communictaion skills in technology in a variety of learning environments in Mathematics by 05/23/2019 as

measured by utlizing DreamBox, Classworks, eSparks, Pearson Digital Learning Tools, and Web 2.0 tools in the classroom.

Strategy1:

Curriculum - Teachers will receive on-going embedded professional development and support in implementing the Huntsville City School

adopted curriculum.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Technology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Morris P8 teachers and students will implement district technology resources to support student learning.	Academic Support Program Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	All Certified Staff

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency the effective use of digital content,

technology tools, and resources in Reading by 05/23/2019 as measured by Scantron Reading and Math Assessments. .

Strategy1:

Digital Tools - Provide teachers with Professional Learning designed to increase the use of interactive whiteboards and other digital

components.

Category: Develop/Implement Learning Supports

Research Cited: Scientific-Based Research

Activity - Digital Tools Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0 - District Funding	Educational Consultants, Curriculum Specialist, Principal

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost effective, interactive digital content curriculum materials and text by

05/23/2019 as measured by Alabama's College-and Career-Ready Standards.

Strategy1:

Technology Best Practices - Teachers will receive professional development and collaborate to create a portal for best practices, by

creating a policy/checklist for selecting high quality educational resources

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Best Practices Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0 - Other	All certified staff

Activity - Best Practices Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

collaborate to develop procedures and implement best practice security policies to ensure safe and reasonable, quick access to online digital content by 05/23/2019 as measured by Transform2020 Survey results, Dyknow, and Best Practice Online Portfolio.

Strategy1:

Digital Citizenship and Best Practices - Teachers will collaborate to organize a portal for best practice lessons and provide students with explicit instruction in digital citizenship.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - DyKnow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Goal 5:

All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language proficiency by in English Language Arts by

05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment. .

Strategy1:

ESOL Intervention - ESOL students will receive explicit, small group instruction from an ELL interventionist in Language Arts and Math academic vocabulary.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific Research based

Activity - ESOL Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Direct Instruction Academic Support Program Professional Learning	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Goal 6:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018 - 2019 by 05/23/2019 as measured by completing monthly communication and the quarterly principal meetings with stakeholders.

Strategy1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 - 2019 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and

appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	LEA and faculty of the school

Goal 7:

Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/23/2019 as measured by Two data points from the 2018 – 2019 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May. .

Strategy1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2018 - 2019 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	Teachers, administrators, coaches, specialists, and principals

Goal 8:

Students at Morris P8 will improve proficiency in reading and math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in grades 3-8 with an increase from 20% to 25% and student growth of 38% to 48% in

Reading by 05/23/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

ELA Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and

Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Direct Instruction Technology Tutoring	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend summer school 2019 to receive remediation in reading and math.	Academic Support Program Direct Instruction	08/06/2018	05/23/2019	$0 - Title I Part A	Certified staff

Activity - Individualized Daily Reading (IDR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training and support on the use of data to guide instruction.	Professional Learning Academic Support Program Direct Instruction Behavioral Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in grades 3-8 with from 24% to 29% and student growth from 35% to 45% in Mathematics by 05/23/2019 as measured by Scantron Performance Series Mathematics Assessment.

Strategy1:

Mathematics Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Tutoring Direct Instruction	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Throughout the school year, Morris P8 conducts parent parties, parent-teacher conferences, and Annual Title I meetings to inform parents of student achievement results. A bilingual parent coordinator and bilingual faculty members are utilized to translate the information for non-English speaking families. TransAct is utilized as a tool to translate.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

As a Title I school, Morris P8 strives to maintain its existing highly qualified faculty and staff by hiring only applicants determined by Alabama State Department of Education as highly qualified and who meet the requirements of Public Law 114-95--The The Every Student Succeed Act of 2015. The principal maintains an administrative and a teaching certification and attends on-going state approved PLUs to include, most currently, Lead Alabama. The curriculum specialist, reading coach, educational consultants, and highly-effective core teachers provide on-going professional development and coaching.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

NA

What is the experience level of key teaching and learning personnel?

The experience of key teaching and learning personnel consists a Curriculum Specialist, Reading Specialist, and Technology Specialists. Also, classroom teachers receive additional training across the district to support all content areas, technology and behaviors.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Morris P8 administration meet with new teachers monthly and each teacher is assigned a mentor by the district.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

All professional development is based on cultural needs, which includes BLOOM data for classroom management and standard-based instruction based on best practices. Any teachers that have students performing below grade level will receive ongoing professional development to address any needs.In order to improve student achievement. Data analysis on behavior, academics, and culture determines professional development.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

The district provides ongoing professional development with academics, technology,Positive Behavior Interventions and Supports /classroom management, National Board Certification, Equity Training, and Safe School Training. The paraprofessionals along with PreK teachers received training from the district. Morris P8 will continue to provide professional development based on data, needs, and requests.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

The district provides a mentoring program. The principal pairs veteran teachers with first year teachers to our system to provide support and follow the guidelines of the district. The instructional coaches use the coaching cycle to improve instruction.

Describe how all professional development is "sustained and ongoing."

The data drives all decisions made.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

The Morris P8 school's culture will improve by implementing programs that support teachers, students, and parents to foster a culture of excellence.

Measurable Objective 1:

collaborate to promote a positive school culture to increase parental involvement and a positive relationship with stakeholders, as well as maintain a safe, clean, and orderly learning environment to increase student achievement by 05/23/2019 as measured by survey response totals.

Strategy1:

Positive Climate & Culture - All certified personnel will engage in ongoing professional learning to promote a positive climate and culture of academic excellence.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific-Based Research

Activity - PBIS - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will receive professional training and resources to implement effective strategies to improve classroom management to support PBIS - Positive Behavior Interventions and Supports	Behavioral Support Program Other Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Strategy2:

Mentoring / Advising - Teachers will advise and / or mentor students to support academic progress and personal development.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Eagle Encore / Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To develop a strong, positive long-term relationship with an adult, students will participate in a club of their choice. Additionally during Eagle Encore (grades 6-8), students will receive further support from teachers through goal setting and data analysis to monitor academic progress.	Extra Curricular Career Preparation/ Orientation Academic Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy3:

Schoolwide Celebrations - Morris Elementary School will enhance cultural awareness and diversity by promoting activities that will include

students, parents, and other community stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Schoolwide Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide celebrations will take place to recognize students for attendance, academics, and behavior with support from community stakeholders.	Extra Curricular Field Trip Community Engagement Parent Involvement	08/06/2018	05/23/2019	$0 - Title I Part A	All Certified Staff

Strategy4:

Stakeholders - Continuous Improvement Process - Morris P8 will engage in an up-to-date continuous improvement to improve student

learning and professional practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Research Based

Activity - Stakeholders - Continuous Improvement Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders will be updated throughout the school year to review goals, strategies, activities, and assessment results.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Strategy5:

Parent Workshops - Parents will participate in parent workshops and activities to reinforce the involvement of parents in their child's

education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Scientific-Based Research

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will participate in various school activities to support student achievement. Various resources will be provided.	Parent Involvement	08/06/2018	05/23/2019	$0 - No Funding Required	All Certified Staff

Goal 2:

Engage and Empower the Learner Through Technology, including support through DLP Coach.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in displaying creative and critical thinking expertise, and effective communictaion skills in technology in a variety of learning environments in Mathematics by 05/23/2019 as measured by utlizing DreamBox, Classworks, eSparks, Pearson Digital Learning Tools, and Web 2.0 tools in the classroom.

Strategy1:

Curriculum - Teachers will receive on-going embedded professional development and support in implementing the Huntsville City School adopted curriculum.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Technology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Morris P8 teachers and students will implement district technology resources to support student learning.	Academic Support Program Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with on-going professional development and support in implementing the Huntsville City School adopted curriculum to support the Alabama College and Career Ready Standards.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	All Certified Staff

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency the effective use of digital content, technology tools, and resources in Reading by 05/23/2019 as measured by Scantron Reading and Math Assessments. .

Strategy1:

Digital Tools - Provide teachers with Professional Learning designed to increase the use of interactive whiteboards and other digital components.

Category: Develop/Implement Learning Supports

Research Cited: Scientific-Based Research

Activity - Digital Tools Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning designed to promote continuous growth in the use of current technology and digital content, specifically geared to engage students and increase academic achievement.	Technology	08/06/2018	05/23/2019	$0 - District Funding	Educational Consultants, Curriculum Specialist, Principal

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost effective, interactive digital content curriculum materials and text by 05/23/2019 as measured by Alabama's College-and Career-Ready Standards.

Strategy1:

Technology Best Practices - Teachers will receive professional development and collaborate to create a portal for best practices, by creating a policy/checklist for selecting high quality educational resources

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Best Practices Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive high quality and appropriate professional development in the use of technology tools and creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	08/06/2018	05/23/2019	$0 - Other	All certified staff

Activity - Best Practices Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in teams to create an online portfolio of research based technology tools and resources aligned with Alabama's Career and College Ready Standards to increase student technology proficiency.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

collaborate to develop procedures and implement best practice security policies to ensure safe and reasonable, quick access to online digital content by 05/23/2019 as measured by Transform2020 Survey results, Dyknow, and Best Practice Online Portfolio.

Strategy1:

Digital Citizenship and Best Practices - Teachers will collaborate to organize a portal for best practice lessons and provide students with

explicit instruction in digital citizenship.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Tech Tuesday Trainings on digital citizenship to assist students in establishing digital responsibility among students.	Professional Learning	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Activity - DyKnow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement DyKnow to monitor student internet usage, to ensure safe and ethical digital practices.	Technology	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Goal 5:

All English Language Learners (ELL) students at Morris P8 School will improve in academic English language.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency progress in English language proficiency by in English Language Arts by

05/23/2019 as measured by Alabama ESSA Cumulative Growth Targets based on the results from ACCESS for ELLs 2.0 assessment. .

Strategy1:

ESOL Intervention - ESOL students will receive explicit, small group instruction from an ELL interventionist in Language Arts and Math

academic vocabulary.

Category: Develop/Implement Professional Learning and Support

Research Cited: Scientific Research based

Activity - ESOL Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers and ESOL teachers will use appropriate resources from various sources to improve student learning, including, but not limited to Ellevation and Imagine Learning - computer based English learning programs.	Professional Learning Direct Instruction Academic Support Program	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Goal 6:

To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 -2019 school year.

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2018 - 2019 by 05/23/2019 as measured by completing monthly communication and the quarterly principal meetings with stakeholders.

Strategy1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2018 - 2019 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/06/2018	05/23/2019	$0 - No Funding Required	LEA and faculty of the school

Goal 7:

Students at Morris P8 will improve proficiency in reading and math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in grades 3-8 with an increase from 20% to 25% and student growth of 38% to 48% in Reading by 05/23/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

ELA Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scientific-Based Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Interventionists	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Interventionists and classroom teachers will provide explicit Tier III to improve student learning.	Direct Instruction Technology Tutoring	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Summer School	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will attend summer school 2019 to receive remediation in reading and math.	Direct Instruction Academic Support Program	08/06/2018	05/23/2019	$0 - Title I Part A	Certified staff

Activity - Field Trips	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will attend field trips that support grade level standards to give them real life experiences thus enhancing student learning Provide students with applicable learning opportunities (field trip) outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Individualized Daily Reading (IDR)	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Students will read on their independent reading levels based on STAR and/or Scantron reading assessment to increase stamina.	Other	08/06/2018	05/23/2019	$0 - Title I Schoolwide	All certified staff

Activity - Data Meetings	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will receive ongoing training and support on the use of data to guide instruction.	Professional Learning Academic Support Program Direct Instruction Behavioral Support Program	08/06/2018	05/23/2019	$0 - No Funding Required	All certified staff

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in grades 3-8 with from 24% to 29% and student growth from 35% to 45% in

Mathematics by 05/23/2019 as measured by Scantron Performance Series Mathematics Assessment.

Strategy1:

Mathematics Instructional Components - Teachers will provide explicit whole group and small group instruction based on the Alabama

College and Career Ready Standards with a focus on differentiation and collaboration to enhance student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Interventionists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and classroom teachers will provide explicit Tier III instruction to improve student achievement.	Tutoring Direct Instruction	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will utilize educational software to enhance student learning.	Technology	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with applicable learning opportunities outside the standard curriculum while providing age appropriate and real world learning experiences.	Field Trip	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional training / lesson studies to improve instruction to support all students.	Professional Learning	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate instructional resources will be utilized to enhance student learning.	Other - Instructional Resources	08/06/2018	05/23/2019	$0 - Title I Part A	All certified staff

Goal 8:

Implementation of the digital curriculum and providing each student in grades 3 through 8 with a digital device to reduce the digital divide and

support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/23/2019 as measured by Two data points from the 2018 – 2019

school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for

September through the end of May. .

Strategy1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2018 - 2019 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Tool (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/06/2018	05/23/2019	$0 - District Funding	Teachers, administrators, coaches, specialists, and principals

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers provide input into the decisions regarding the results of school-based academic assessments. Teachers analyze and utilize the results to make learning decisions that best support individual student needs. Core teachers attend monthly data meetings to evaluate student data and collaborate to determine next steps to increase student achievement. Core teachers also attend monthly PST meetings to discuss the progress and data of targeted students and determine strategies and practices to increase student achievement.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Non-mastery students are identified as students scoring in the first and second quartile on Scantron and the 50th percentile on the STAR Enterprise Reading and Math assessments as well as on the STAR Early Literacy assessment. Our certified staff, including interventionists, provides interventions as needed.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers will create formative assessments, use Scantron, DIBELS Next, and STAR Enterprise to personalize instruction. The results will be communicated to students in a timely manner through student-teacher conferences. Tier II lesson plans will be developed according to the student's needs. Interventionists will utilize the data to determine the students needing intervention every nine weeks. Students will be able to attend Summer School 2019 for remediation in reading and math.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

After-School Tutoring is provided daily for some third grade students. Students in grades 3-8 have access to computer-generated programs to reinforce academic skills at home. Summer School will be provided to students in reading and math.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students, including those identified as Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students, have access to services and programs available, including free/reduced lunch, ELL services, Special Education services, and counseling services. All homeless, migratory, and limited English proficient students have equal access to the same free appropriate public education and are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held, without being stigmatized or isolated.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced

homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The following federal, state, and local programs are coordinated and integrated to improve student achievement:

Alabama Reading Initiative (ARI)

GATE

ELL Program

McKinney-Vento Homeless

Project Lead the Way

No Place for Hate

HCS Digital 1:1

NOVA

GreenPower

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The Huntsville City School district adopted an anti-bullying campaign, No Place for Hate, BLOOM, RTI/PST, BLG, and PBIS. The guidance counselor implements the program with the faculty and students. The Huntsville City School district established a nutritional program using federal funds for free breakfast and lunch for all students at Morris P8. All students at Morris, not excluding those identified as migrant, immigrant, ELL, homeless, or neglected/delinquent, have access to all services and programs available, including ELL services, special education, at risk programs, free/reduced lunch, technology, and counseling services.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

The leadership team conducts monthly data meetings to analyze on-going data as well as conducts walk-throughs and observations to evaluate the implementation of the school-wide program.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The leadership team conducts monthly data meetings to analyze on-going data as well as conducts walk-throughs and observations to evaluate the implementation of the school-wide program.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Teachers and the leadership team examine the standards. Walk-throughs provide feedback concerning rigor of the standards. Also, the leadership team examines test questions from formative assessments when students score low on a particular standard. Low scores also allow teachers to examine standards that were taught and the effectiveness of their instruction.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The leadership team holds monthly ACIP review meetings to evaluate and improve the school-wide program. At the final ACIP review faculty, parents, stakeholders, and administration collaborate to review and evaluate the effectiveness of the school-wide program. The district provides input to discuss the implementation of each school's action plan.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	59.43

Provide the number of classroom teachers.

54.93

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2802432.0

Total   2,802,432.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	2.0

Provide the number of administrators.

3.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	259433.86

Total   259,433.86

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	113543.42

Total 113,543.42

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	127298.14

Total   127,298.14

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	80934.97

Total   80,934.97

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total 0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	17829.0

Total   17,829.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5349.0

Total   5,349.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total 0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	31858.0

Total   31,858.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5713.0

Total   5,713.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	817443.34

Provide a brief explanation and breakdown of expenses.

- $93,230.00 - to pay the Curriculum Specialist salary and benefits for the 2018 -2019 school year.
- $320,000 - to pay for 18 certified interventionists to provide support in reading and math for grades K-8.
- 149,306.49 - to pay the Behavior Specialist and Literacy Educationalist salaries and benefits assigned to grades 6-8.
- $6,004.66 to pay for Parent Coordinator for grades P-8.
-     1% set aside of $9,433.34 for Parent Coordinator.
- $20,000 will be used for Printing and Binding. This will include having materials printed for all classroom teachers, parent communication, and other materials needed for parental involvement and/or classroom use.
- $63,035.51 to pay for classroom / student supplies used to support teachers, students, and families.
- $10,000.00 to purchase software that is research-based materials that will enhance student learning.
- $500.00 to purchase non-capital equipment that will support student learning, which could include a colored printer to printer data reports for students.
- $25,000.00 to purchase technology equipment in the classroom that may be needed to replace outdated or damaged materials.
- $25,000.00 will be used to pay for field trips for students.
- $10,000.00 will be used to cover transportation for the field trips.
- $6,000.00 to cover substitute costs for professional development for teachers.
- $7,500.00- to pay teacher stipends for after-hour trainings.
- $500.00 - to hire a consultant for professional development.
- $500.00 to cover in-state travel expenses for teacher professional development.
- $500.00 to cover out-of-state travel expenses for teacher professional development to further support and enhance the ability to provide quality instruction.
- $500.00 to pay for teacher registration for professional development to further support and enhance the ability to provide quality instruction.
- $1,000.00 to pay for postage to cover parent communication.
- $60,000 for Summer School salaries and benefits.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

An Annual Title I Meeting for all parents was held on August 28, 2018 in the morning and in the evening. Parents were notified of the meeting through (1) written notices in English and/or Spanish (2) SchoolCast (also in English and Spanish).

Topics included:

1. The updated PowerPoint presentation describing benefits of the Title I program, its services, and parents' rights

2. The school's Continuous Improvement Plan

3. The district's Parent Advisory Committee

4. The school's Parental Involvement Plan

5. The 1% set aside for Parent Involvement

6. School's parent-teacher-student compacts

7. The school curriculum and state course of study standards

8. School performance on state assessments

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Title I handouts, Parental Involvement Plans (both the LEA and Morris) and ACIP were distributed at the the meeting and parents completed a survey to identify needs, as well as an evaluation for the session. Presentations will also be made at later Title I parent meetings that are offered both during the school day and in the evenings to provide current updates on progress. In addition, the Parental Involvement Policy and Continuous Improvement Plan are placed in a notebook in the main office, parent center and online to ensure availability to all parents. According to the surveys, parents indicated the best time to meet. Parents have the opportunity to share any concerns or revisions of the ACIP. We have an open door policy where parents are able to meet with anyone on the leadership team to provide any revisions. All funds allocated for parent involvement are being utilized to pay our bilingual parent coordinator.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

An Annual Title I Meeting for all parents was held on August 28, 2018. Parents were notified of the meeting through (1) written notices in English and/or Spanish (2) SchoolCast (also in English and Spanish). The meetings were offered in the morning and late afternoon, and our

bilingual parent coordinator was there to serve as a translator. Ongoing meetings can be scheduled on Monday through Friday with the parent coordinator to answer any questions or accept suggestions.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Title I Parents are involved in the development of the School-Parent Compact. Every year, a meeting is conducted in April to revise the School-Parent Compact. According to the School-Parent Compact, parents agree to ensure that there child gets adequate sleep, comes to school on-time, and attend parent-teacher conferences. The teachers agree to provide high quality differentiated instruction in an environment that is conducive to learning. All school personnel are dedicated to providing all students with appropriate services to ensure academic achievement. Students agree to complete assignments in class, including homework, and adhere to being responsible for their learning.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parent surveys are sent home multiples times throughout the school year. Parents are invited to ACIP review meetings to give their input. After receiving the results of the evaluation, the Parent Involvement Coordinator and Curriculum Specialist determine the areas of need in order to better support parents and students.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)

Parents are encouraged to have conferences and meetings with their teachers. Parents were also provided training on Scantron, STAR Enterprise, DIBELS Next, and numerical grade report cards. Throughout the school year, Instructional Coaches, teachers, and the parent coordinator meet with parents concerning student progress in order to improve academic success.The parent coordinator will attend parent-teacher conferences and interpret data as well as academic assessment results for our Spanish-speaking parents in order to explain the child's academic progress.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents will receive newsletters from teachers, progress reports, standard-based report cards each nine weeks, benchmark summary reports, and additional information through SchoolCast and website. Parents will also participate in Reading, Math, Science and Technology Strategy Night.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Through our Professional Learning Communities, teachers receive support to strengthen parent-teacher relationships. The principal meets with all faculty and staff to address the importance of partnerships with parents, and emphasizes the importance of parents feeling welcome at Morris P8.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

We provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.
- newsletters,
- weekly and/or monthly calendars,

- Open House/orientation held before school starts,

- parent meetings at school - PTA and informational meetings,

- conferences with teachers, counselors, administration.

- Hispanic Heritage Celebration for families of ELL students

-school website

-PTA events

-Field Day

-Book Fair

-Read Across America

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Morris P-8 provides assistance to parents of children in how to monitor progress through daily and/or weekly communication folders, calendars, memos, and newsletters. Periodic progress reports and/or report cards and achievement test results with easy to read explanations of results are discussed during conferences that are scheduled at a mutually agreeable time. Morris P-8 helps parents work with their children by having discussions about promoting good parenting skills, importance of homework, and positive behavior

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Parents are notified of any school activities and /or information through (1) written notices in English and/or Spanish (2) SchoolCast (also in English and Spanish). Additionally, our parent coordinator communicates with parents to ensure that they understand any school reports.