

Mullin ISD  
District Improvement Plan  
2019-2020



# Mullin Independent School District District Improvement Plan

# 2019-2020

## MULLIN .I.S.D Mission Statement

The mission of Mullin Independent School District is to embrace a culture of success for all students by working in collaboration with parents, families, community, and staff.

It is our goal to cultivate a safe, engaging, and challenging learning environment where students develop into independent problem solvers who contribute to, and lead their community, country, and world with integrity.

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SITE BASE DECISION MAKING PLANNING COMMITTEE

Kristi Mickelson	Superintendent
Bridget Bean	Teacher
Justin Hopkins	Teacher
Jennifer Flanagan	Teacher
Pam Greer	Teacher
Lupe Shelton	Para-educator
Berta Soto	Teacher
Catherine Watts	Teacher
Randy Bradley	Business Owner/Community Member
Jeanie Porter	Parent Representative

## District Comprehensive Needs Assessment Summary of Priority Needs

### **Demographics**

The Mullin High School and Elementary campuses have decreased in enrollment to almost one of the lowest enrollments in the past 13 years. Both San Saba and Oaks campuses have also enrolled less than anticipated. Attendance percentage goal should be set in the 98% range.

### **Teacher Quality**

We need well trained para-professionals to assist classroom teachers. The need for many and differing certifications by teaching staff. Retention Pay & Incentive Award Program, Professional development opportunities

### **District Culture and Climate**

Reduce staff absences  
improve climate survey  
Improve parent and community involvement

### **Student Achievement**

State assessment improvements in elementary for all campuses. State assessment improvement in high school for all campuses. Improvement in CCMR

### **Family & Community Involvement**

The need for increased number surrogate parents.  
The need for a stronger Booster Club

### **Curriculum, Instruction and Assessment**

The need for support in creating uniform, school wide adaptive assessments. The need for updated and increased technology in the classroom. The need for professional development on TEKS Resource System. Increased course offerings - Master schedule

### **District Context & Organization**

Maintain competitive pay scales  
Improve employee relations and business services by improving documentation and document management, training for requisitions, and reducing the number of stipends Increase promotions and recruitment/retention of high-quality employees and student enrollment

Increase focus on expanding partnerships to develop additional revenue and diversify revenue streams

### **Technology**

Staff Laptops (All Campuses). The need to host more digital campus meetings. Student Chrome books/Laptops will need upgraded as they are 3 years old. Lubbock/Levelland will need a network upgrade to improve wifi performance. Dual Credit Computers for Main. Comprehensive cybersecurity software

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

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**Fund Source**

211	Title I, Part A	\$167,090.00
211	Title I, Part	\$53,489.00
289	Title IV, part A	\$11,812.00
255	Title II, Part A	\$14,054.00
224	IDEA B – formula	\$60,790.00
225	IDEA B – Preschool	\$1976.00
410	EMAT	\$55,724.51
199	Special Ed - 52%	\$965,304.08
199	General	\$4,400,000.00

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

Title I, Part A (Fund Code 211) funds shall be consolidated with other federal funds on this Title I, Part A Schoolwide campus to upgrade its entire education program using Class/Object Code 8911, Option 2 or Option 3. The Title I, Part A funds are transferred to the Schoolwide campus using a single locally defined federally funded special revenue fund according to the percentage (Option 3) that each federal program contributed to the total combined amount.

Mullin ISD ensures that records are kept that demonstrate that the Federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus's comprehensive needs assessment and are articulated in the Schoolwide program plan. The records do not need to identify, by program, the specific activities supported by those program funds. However, the district and campus ensure that this Schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the consolidated Federal programs, particularly as they relate to the lowest-performing students. (Section 114 (a) (3) (C)).

**State Compensatory Education Funds on the Elementary and Middle School Campuses:**

80% of all students will pass all portions of STAAR tests taken. Our two main campuses are Title I, Part A Schoolwide Programs with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the School-wide Campus. Our Oaks campus is Title I Part D.

All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving students.

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**The following campus activities and/or staff positions will be funded using the combined federal funds:**

- Salaries- Teachers, Teacher’s Aides, etc.
- Tutorial Salaries
- Technology
- Staff Development

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

**Principle 1: College- and Career- Military-Ready Expectations for All Students**

**Principle 2: State-Developed Differentiated Recognition, Accountability, and Support**

**Principle 3: Supporting Effective Instruction and Leadership**

**Title I, Part A – Improving Basic Programs Operated by LEA’s**

**Intent and Purpose:**

Title I, Part A, provides *supplemental* resources to local education agencies (LEA’s) to help schools with concentration of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a School wide program or a targeted assistance program. Mullin ISD has the following Title I School wide campuses: Mullin High School and Mullin Elementary.

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

**Intended Program Beneficiaries:**

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

**General Program Requirements:**

**All Campuses:**

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

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1. implement Parents Right-to-Know in accordance with P.L. 107-110, Section 1111 (h) (6)
2. provide information to parents in the language parents understand
3. develop an LEA and campus Parent and Family Engagement Policy
4. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs
5. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
6. provide additional assistance to students identified as needing help in meeting the state's challenging student academic achievement standards
7. ensure that all new teachers hired on the campus to teach core academic subjects are or have the ability to become certified when hired
8. implement technical assistance through ESC, Region 12, for Federal Program Compliance

**Career and Technology Education Program**

**Intent and Purpose:**

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

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

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**Goal # 1 MISD will provide a learning environment that is efficient, inviting, and safe, in order to promote community pride and communication while attracting, developing, and equipping the best teachers on all campuses to engage students, support learning, and ensure student success.**

**Objective # 1** By May 2020, 80% of all students will pass all portions of the STAAR tests.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To Administer sample question on STAAR/TEKS objections	Principals Teachers	STAAR Questions Time for test Appropriate Funding Source (see budget)	Jan. – Mar.	Students will show mastery of TEKS on STAAR practice questions STAAR scores
To Administer TPRI to students	TPRI Coordinators Teachers	TPRI Time Appropriate Funding	October May	Students will show growth in their mastery of TEKS
To Investigate computer problem solving programs and make recommendations to administration	Principals Teachers	ESC Region 12 Computer programs Class time	August - May	Staff will evaluate effectiveness of the programs and make recommendation if appropriate
To use Appropriate curriculum, Student Driven Classroom, and Vertical alignment when formulating instruction.	Administrators Teachers	Lead4ward In-service Classroom, STAAR, benchmark data Adopted Curriculum	August - May	Students will show improvements in their mastery of TEKS

\*Appropriate Funding Sources will be used for all goals and objectives.



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**Objective #2** Improve Gifted and Talented identification process in order to obtain the greatest potential of all students

Strategy	Person Responsible	Resources	Timeline	Evaluation
To continue year-round identification process	All Principals All Teachers	Parent Nomination forms Appropriate Funding Source (see budget)	August-May	Number of students nominated
To use GT level project/lessons at least four times per year presented to and involving entire class	All Principals All Teachers	ESC Region 12 Appropriate Funding Source (see budget)	August-May	Students will show an increase in higher level critical thinking skills STAAR

Appropriate Funding Sources will be used for all goals and objectives.

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**Objective #3** Increase to 98% attendance rate at all campuses

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use perfect attendance awards to increase attendance rate	All Principals All Teachers	Awards SCE Appropriate Funding Source (see budget)	Every six weeks	Attendance rate PEIMS reports
Strengthen communication with partner schools to help increase attendance rates	Administration	Email Phone Calls Meetings	Every six weeks	PEIMS reports
Appropriate Interventions as necessary when the percentage rate drops below the objective	Administration	Email Phone Calls Meetings	Every six weeks	PEIMS reports

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**Objective #4** Maintain or exceed drop-out rate state standards for all students

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use follow-up procedures for students that have withdrawn to check current placement in receiving school	All Teachers All Principals PIEMS Director	Time for phone calls Appropriate Funding Source (see budget)	Within 30 days of withdrawal	Reduce number of unconfirmed readmission and drop-out potentials

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**Objective #5** Ensure that all students are taught by certified teachers and para-educators.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To continue to use staff development training with Staff in order to maintain HQ status	Administrators Teachers Para-educators	ESC Region 12 Appropriate Funding Source (see budget)	August – May	Number of teachers and Para-educators certified
To schedule ESC-12 staff to work with staff training	Administrators Teachers Para-educators	ESC Region 12 Staff Appropriate Funding Source (see budget)	August- May	Teachers will increase teaching skills shown through classroom observation Students will show increase knowledge through classroom work STAAR TTESS

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**Objective #6** Improve Parental Communication and Involvement

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use Web page to provide parents with up-to-date information	Principals Technology Director	Time Web page Appropriate Funding Source (see budget)	Each month	Student performance will increase as parental involvement increases
To use Newspaper articles announcing school activities	Administrators Teachers	Newspaper Appropriate Funding Source (see budget)	August-May	Student performance will increase as parental involvement increases
Create a committee to develop strategies that will help improve parental involvement	Administrators Teachers	Surveys Phone calls Advertising Committee Input	On-going	Student performance will increase as parental involvement increases

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**Objective #7** All students and staff will improve their technology skills and usage

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use the Educational Internet sites In the classroom	All Teachers	Computer Internet connection Appropriate Funding Source (see budget)	August-May	Students will benefit by staff being able to enhance the curriculum with modern up-to-date information
To use Research Paper assignments to find information on the WEB	Classroom Teachers	Computer Internet Connection Appropriate Funding Source (see budget)	August-May	Students will be able to access more information in a more efficient and timely manner
To Integrate curriculum with technology skills	All Teachers Technology Director	Computer Appropriate Funding Source (see budget)	August-May	Students will show gains of academic progress with the aid of technology skills

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**Objective #8** Provide an environment that promotes safety, security, and well-being for all students and staff

Strategy	Person Responsible	Resources	Timeline	Evaluation
To have and enforce a reasonable Dress Code	All Staff	Student Handbook Discipline Management Plan Board Policy Appropriate Funding Source (see budget)	August-May	Students' learning will be enhanced Number of discipline referrals will decrease
Make School Emergency Procedures readily available to all staff	All Staff	Procedures Manual Appropriate Funding Source (see budget)	August-May	Students' sense of well-being will increase due to staff preparedness
To Update Crisis Management Plan	Principals Safety Coordinator	Crisis Plan Appropriate Funding Source (see budget)	August-May	Students' sense of well-being will increase due to staff preparedness
Practice Safety Drills regularly	Principals Safety Coordinator Teachers	Drill Schedule	August - May	Safety Reports

Appropriate Funding Sources will be used for all goals and objectives.

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**Goal # 2 MISD, through fiscally responsible planning and management, will achieve a three-month fund balance by end of 2020.**

**Objective #1** Provide information for grants and financial aid to students

Strategy	Person Responsible	Resources	Timeline	Evaluation
To provide information on TEXAS, Teach for Texas grants and financial aid to students and parents in meetings and/or notes home	Principal Counselor	Time for meeting Notes home	September	Students and their parents will have a better understanding of the grants and financial aid available
To have a Financial Seminar for seniors and their parents	Counselor Principal	Financial information TEXAS, Teach for Texas and grant information	January	Students and their parents will have a better understanding of the grants and financial aid available
Ensure seniors have completed the FAFSA prior to graduation	Counselor Principal	<a href="https://studentaid.ed.gov/sa/fafsa">https://studentaid.ed.gov/sa/fafsa</a>	January	Students and their parents will have a better understanding of the financial aid available

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**Goal # 2 MISD, through fiscally responsible planning and management, will achieve a three-month fund balance by end of 2020.**

**Objective #2** Maintain the vision of the school board

<b>Strategy</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Documentation</b>
Mullin ISD will increase reading STAAR scores 3rd - 6th grade from 39% to 66% by August 2021.	2018-2021	Principals Superintendent Teachers Directors	District Federal, State, and Local Funds Policy and Procedures Federal and State Reports	Reading Accountability Scores
Percentage of graduates having completed an associate's degree and/or been awarded an industry certification by graduation will grow from 24% to 50% by 2021	2018-2021	Principals Superintendents Director of finance	District Federal, State, and Local Funds Policy and Procedures Federal and State Reports	PEIMS reports
By August 2021, Mullin ISD will have completed the installation of a Heating/AC Conditioning system in the school gymnasium to increase student and community morale from 64%, as indicated by a total response of "agree or strongly agree" on a school climate survey regarding school operations, to 70%.	2018-2021	Principals Superintendents Director of finance	District Federal, State, and Local Funds Policy and Procedures Federal and State Reports	Survey and Operations reports

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Appropriate Funding Sources will be used for all goals and objectives.

**Goal # 2 MISD, through fiscally responsible planning and management, will achieve a three-month fund balance by end of 2020. (This will be for the 17-18 School year – this is just a placeholder to remind us this has to be in our DIP)**

**Objective #3** Practice 100% migrant compliance in all areas. Appropriate Funding Sources will be used for all goals and objectives.



## ESC Region 12 ID&R PLAN 2019-2020



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<p><b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters.</u></b></p> <p><b><u>Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b></p> <p>COEs for new school year cannot be completed until training has occurred.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 or before recruitment efforts begin for new school year.</p> <p>Before October 1 for NGS training.</p>
<p><b>B. <u>Other</u></b></p>		

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II. IDENTIFICATION & RECRUITMENT		
<p><b>A. <u>Meet with all ID&amp;R Staff.</u></b></p> <p>Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&amp;R Plan.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p><b>B. <u>Finalize all forms, documents, logs.</u></b></p> <p>Disseminate and train on all forms, logs, etc. that will be used by MEP ID&amp;R staff.</p>	<p><b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p><b>C. <u>Make recruiter assignments.</u></b></p> <p>Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p><b>D. <u>Conduct ID&amp;R.</u></b></p> <p><b>Potentially Eligible Migrant Children:</b> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children</p> <p>Make initial outreach efforts by September 30.</p>

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<p><b>Currently Eligible Migrant Children:</b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed.</p> <p><b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.</p>		
<p><b>E. <u>Complete COEs.</u></b></p> <p>Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Within 3 days of parent signature</p>
<p><b>F. <u>Review of COEs.</u></b></p> <p>Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p>	<p><b>Staff:</b> Designated SEA Reviewers</p>	<p>Within 5 days of parent signature.</p>
<p><b>G. <u>Conduct residency verification.</u></b></p> <p>Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3<sup>rd</sup> birthday.</p>
<p><b>H. <u>Other</u></b></p>		

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<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<p><b>A. <u>Make contact with potential growers.</u></b></p> <p>Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact all growers within the district boundaries by November 1.</p>
<p><b>B. <u>Develop calendar and maps.</u></b></p> <p>Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.</p>	<p><b>Staff:</b> MEP administrators and recruiters</p>	<p>By December 1 and update on on-going basis throughout the year</p>
<p><b>C. <u>Other</u></b></p>		
<b>IV. INTERAGENCY COORDINATION</b>		
<p><b>A. <u>Network with agencies that serve migrant families.</u></b></p> <p>Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.</p>	<p><b>Staff:</b> MEP administrators and recruiters</p>	<p>Make initial outreach efforts by September 30 and continue on-going efforts throughout the year</p>
<p><b>B. <u>Other</u></b></p>		

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V. QUALITY CONTROL		
<p><b>A. <u>Written quality control procedures.</u></b></p> <p>Develop written procedures that outline ID&amp;R quality control within the LEA/ESC.</p>	<p><b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.</p>	<p>By August 31</p>
<p><b>B. <u>Eligibility review.</u></b></p> <p>Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&amp;R Manual.</p>	<p><b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate</p>	<p>Ongoing throughout the year</p>
<p><b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b></p> <p>Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.</p>	<p><b>Staff:</b> All MEP staff</p>	<p>As needed throughout the year</p>
<p><b>D. <u>Maintain up-to-date records on file.</u></b></p> <p>Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.</p>	<p><b>Staff:</b> All MEP staff</p>	<p>Ongoing throughout the year</p>

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<p><b>E. <u>Coordinate with ESC for annual eligibility validation.</u></b></p> <p>Validate eligibility through re-interview process according to instructions set forth by TEA.</p>	<p><b>Staff:</b> ESC, MEP staff</p> <p><b>Children:</b> Previously-identified children selected by State MEP</p>	<p>January – June</p>
<p><b>F. <u>Other</u></b></p>		
<p><b>VI. EVALUATION</b></p>		
<p><b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></b></p> <p>Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&amp;R plan for continuous improvement.</p>	<p><b>Staff:</b> All MEP staff</p> <p><b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.</p>	<p>By June 30</p>
<p><b>B. <u>Other</u></b></p>		

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