2015-2017
District Improvement Plan
for
Mexia Independent School District

Mission Statement

Mexia Independent School District's Mission Statement
Educating all students in an enriched environment where high expectations result in excellence.

Mexia ISD Vision Statement : To create a premier district.

Mexia ISD Long Range Goals:

Goal 1 Student Achievement

By the year 2020, MISD student academic performance will consistently meet or exceed state and federal accountability expectations in all areas.

Goal 2 Finance
By the year 2020, MISD Board of Trustees will consistently approve fiscally balanced budgets each year.

Goal 3 Personnel/Staff Development

By the year 2020, MISD Administration will have decreased faculty/staff turnover to a minimum of 5% and consistently retained highly qualified and certified staff.

Goal 4 Safe, Secure Facilities
By the year 2020, MISD will have passed a bond and utilized district funds to provide adequate, safe and secure facilities that enhance teaching and learning.

Goal 5 College, Career, Workforce Readiness/Preparedness

By the year 2020, MISD will showcase opportunities to gain High School Diploma and Associate's Degree; increased opportunities for workforce certifications; and, 95% of our graduates registered for college or technical/trade schools and/or will enter the workforce, skilled and highly prepared.

Immediate Goals for 2015-16 School Year

1. Student Achievement
MISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

2. Finance
MISD will maintain efficient and effective fiscal management of resources to maximize learning for all students.

3. Public Relations/Parental Involvement
MISD will actively engage parents and the community in the education process of all students.

4. Safe and Orderly Environment
MISD will provide a friendly, safe and orderly environment conducive to learning for all students and staff.

5. Staff
MISD will recruit, develop and retain the high quality staff required to provide the best educational experience for all students.

6. College and Career Readiness
MISD will explore options to expand High School dual credit and HB5 Pathways with emphasis beginning with PreK at McBay so all students will have the opportunity to an enriched environment that supports their personal goals and interests.

Mexia Independent School District District Improvement Plan

2015-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Mexia Independent School District conducted a comprehensive needs assessment for the 2015-2017 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the District Improvement Plan.

District Demographics
The staff at Mexia Independent School District include 147.66 teachers, 42.41 Educational Aides, 99.40 auxillary staff, 24.05 paraprofessionals, and 11.66 administrators. The student population is 1914 total with 23% White, 30% African American, 43% Hispanic, 1.11% Asian, and 0% Native American. Additionally, the District serves 1648 or 83.3% economically disadvantaged students, 219 or 11% special education students, and 14% Limited English Proficient students. Attendance rates include data from the six weeks ADA report from the 14-15 school year and was 94.9% as a whole. % African American, 96.1% Hispanic, 95.2% White, and Asian with 98.9% attendance and 95.9% economically disadvantaged. The most current data indicate the District has a % mobility rate.

The following data were reviewed in relation to District demographics:
PEIMS, Payroll and TEA Standard reports.

Upon review of these data, several findings were noted. These findings include:
The number of teachers needing ESL Certifications will increase. More employees will need training on conducting effective LPAC meetings. Total enrollment and Attendance has decreased.

Leadership/ Staffing and Campus climate and morale:

New administrative team at Elementary and Middle school
High school has new AP and new counselors for last 2 years

Supt created Faculty advisory meeting- teacher members report that they gather data from their campus and report back to Supt.

Low expectations of staff district-wide is a concern – meeting standard is the goal- culture of mediocrity

Attitudes about low SES and special populations causing scores to be lower were observed -
Expectation that Student Motto be stated everyday
Didn't always see the mottos and vision visible on campuses
The board and the community is very supportive of Supt and improvement initiatives

Communication between central office and campus is a concern (from teacher interviews)

Staff stated that perception of the district is poor compared to surrounding communities

Student and Faculty Attendance concern (Early sign-out-10 days- structure has been established)

Curriculum and Instruction:
CSCOPE/TEKS Resource for 4 years

TEKS Resource system is utilized as the scope and sequence – don't consistently use the YAG but they are expected to use the Vertical Alignment document

Teachers now have flexibility to use the new textbooks instead of the YAG

New reading specialist at Sims and McBay has a paraprofessional to run System 44 MS have reading interventionist for Read 180

Scholastic program is implemented at elementary - McBay System 44, Sims Read 180 and System 44 and Read 180 at the MS

Little evidence of differentiation strategies, sheltered strategies or staff development being provided

Learning Keys implementation is in 3rd year

NAAACPs – teachers have been trained to incorporate these strategies into lessons to focus on rigor

Increasing Rigor is the biggest concern related to instruction-focused on this in Data Walks with engagement with emphasis on HOTS/Blooms

Instructional Technology position will begin next year and will focus on instructional technology in the classroom

Lesson plan template is standardized. The template was developed with Dr. Ross and teachers. It is an expectation that teachers will use it but there is flexibility at the campus level. All campus expect plans to be turned into administration weekly.
Lesson plans will be posted on-line next year.

Classroom/Campus observations revealed:

Elementary:
Learning objectives, student engagement, good classroom management, classroom rules, PBIS strategies, incentives, small group instruction, writing across curriculum, student talk, word walls, anchor charts, question stems, student work and use of technology, limited data charts

MS:
Learning objectives ,student engagement, classroom rules, kinesthetic activities, paperless Wednesday, use of smart boards and technology, class rules, PBIS strategies, word walls, student work, small group instruction, writing across curriculum

HS:
Student friendly objectives – some were more elaborate than other not in ESL
Some word walls- very limited vocabulary
Use of technology – smart boards, and Graphing Calculators
Teachers teaching – students engaged –evidence of good classroom management

DATA:

The LEA uses DMAC to store all current and historical assessment data

Renaissance system stores reading data

Scholastic also produces data that is utilized to monitor student progress

Principals and staff interviewed could all speak to student data and all reported access to data all teachers trained in DMAC

Interviews indicated that all teachers can access data but are still building capacity in analysis of data and data is not being used to inform instruction. Data analysis is strongest at elementary but emerging at MS and HS.

No data rooms or display of data

Data talks occur during team meeting and faculty meeting at elementary and Department meeting at the middle school.

Student Led Parent conferences are in place district-wide on a quarterly basis and teachers and administrators reported good results related to student ownership of their learning and higher expectations – also increasing parent involvement.
Team meetings/ PLCs in some form are in place at each campus – but PLC is just emerging and not with fidelity
Elementary campuses -common planning periods at Sims and McBay; Middle School -common planning periods

High school doesn't have common planning period – department meetings as needed

SPED has good collaboration at all campuses

ESL has strong collaboration at elementary but secondary is challenged with only one position and no other ESL certified teachers in place in core classrooms.

Intensive programs of intervention:
Interviews revealed that campuses provide a variety of interventions to support struggling students:
Before and after school tutoring at HS
EOC Remediation courses based on STAAR data Freshmen placed in Algebra EOC based on data
Scholastic programs

Intensive program of instruction documented in the ARD process

IPI not documented in the LPAC process.
Standardized Walk-throughs in the LEA.
Data Walks Components: Student friendly learning objectives, Work aligned with objectives, Student talk, Teacher talk, Student engagement, Marzano strategies

Data Walks - Every teacher every week – 1st 3 weeks of Month –
Data walk data is shared with teachers – patterns and trends through email at HS and at faculty meetings and emails at other campuses

PDAS walk-through in Eduphoria – are at least 1x monthly -differentiated and sheltered strategies not included

Feedback shared with individual teachers

The LEA gives one simulated district-wide benchmark at mid-year (STAAR released test)

Teachers have a choice on unit assessment – can use TEKS Resource, DMAC, Lead4ward, Mentoring Minds or teacher made and principals are expected to monitor the unit assessments according to central office. Principals reported that they aren't able to monitor all of the unit assessments prior to administration.
The HS teachers are using DMAC to create the assessments.
These assessments are given approximately every 6 weeks

Concern is that these assessments are not aligned or standardized across grade level or content area.

Response to Intervention –
There are written procedures in place at each campus but no district-wide operating guidelines

RtI is not fully implemented and fully monitored district-wide

PST teams at McBay and Sims

RtI team at HS- SPED teacher is coordinator-Tutoring period during Advisory

RtI team at MS –Have an enrichment period for Project based learning and remediation for Tier 2 and Tier 3

Electronic programs are being researched for RtI

There are tiered interventions in place related to the Scholastic program at the elementary and MS

Staff Development

Learning Keys training in Designing and Delivering Engaging Lessons

PD 360

STAAR training

Instructional Rounds – rep from each campus is currently being trained and the program is being implemented at Sims and will be expanded to other campuses next year

District-wide conference – see agenda

Little evidence of ELPS and Sheltered instruction and differentiation training

New Teacher Academy – needs to be revised to include non-negotiables and inclusive of differentiated training, sheltered training, culturally responsive training etc.

Discipline:
Safe and orderly schools

Evidence of good classroom management

PBIS Teams in place on every campus for last 3 years

Behavior support programs – McBay – PAWS assembly, Sims – Character education program,
MS – Character education videos at lunch, Developmental Center , DAEP– character education, FBAs, BIPs, Reintegration plans

Board receives a monthly discipline report from all campuses

SPED Director monitors discipline each 6 weeks and meets with campus principals frequently to review discipline data

District has SPED counselors which provide campus support for BIPs and student interventions

Discretionary disciplinary placements of all students have been greatly reduced during the current school year due to monitoring.

District has developed alternatives to reduce ISS,OSS and DAEP – Lunch and after school detentions

Special education services are provided at DAEP.

The district has procedures for the MDR/ARD process that align with the legal framework and includes FBAs and BIPs.

DLT meets quarterly to review data and the goals and interviews outlined in the targeted plan.
DLT Focus groups revealed the following causal factors for the below state standard performance of students with disabilities and ELLs and all at risk students:
Lack of academic vocabulary
Changes in state assessment
Mobility rate
Lack of rigor in instruction- not utilizing higher level of Bloom's
Low expectations among staff
Lack of BE/ESL certified teachers

Biggest areas of concern identified by DLT:
Systems not in place

Culture of mediocrity
Need to rebuild the trust in the district
Retention and stability of staff
Declining enrollment – students leaving to go to other districts
Perception of the district in community and surrounding communities
Parent involvement and Community support
Need to expand CTE program to better serve students
Faculty attendance

Dropout Rate – above state standard for ELLS and Graduation rate below state standard for ELLs
Diploma rate below state standard for SPED

No identified dropout plan in LEA

School of Choice at HS- 12 students – very high risk for dropping out and have extenuating circumstances – A+ program is in place

Credit recovery program available as well – this is offered for 1 – 2 periods a day (computer based)

College and career readiness room has been added at high school with computer stations for tests, college applications etc

Gear Up program

4 year plan in place for all students beginning in 8th grade which includes one endorsement

PGP's in place for all students beginning in Jr High
1 on 1 counseling at high school to review 4 year plans and transcripts and emphasize recommended plan for every student

3 Endorsements offered in district: Business and Industry, Public Services, Arts and Humanities

Considering the addition of Health Services cluster, expanding technology and adding Auto mechanics

Partnership with Navarro College

Increased # of students who are taking dual credit courses

ACT prep and participation has increased

College bound board display at the HS (30 students – 20 more expected)

Have exception for
Transitional Bilingual/early exit model – this is Year 7 of the exception

Have bilingual for Pre-K thru 2nd grade
Have an opening for one BE teacher

ESL teacher at HS/MS could not speak to use of sheltered strategies – limited use of word walls in ESL class at HS.

Rosetta Stone at intermediate campus

Offer ESL pull out model

Concern about ESL staffing at the secondary level and meeting the needs of all ELLs

Secondary ESL teacher serves 60 kids at MS, smaller numbers at HS

Formal evaluations of BE/ESL has not been conducted and presented to board

A parent survey has been conducted but no evidence of impact on program.

Lack of awareness of instructional resources and materials and software programs
LPAC process and procedures, operating guidelines need to be developed and refined

Folder reviews revealed that Home Language Surveys need to be in folder, Individual LPAC minutes and letters for summer school also need to be in folder

LPAC minutes- lacked specificity and were grouped by grade level- not individualized

Very weak accommodations and interventions- need more detail

Need accommodations checklist for all ESL students to be kept in ESL folder and a copy needs to be given to all teachers at BOY

Add current benchmark scores to PST/RtI form

LPAC reps are in attendance at ARDs and LPAC/ARD supplement is in place in the ARD process – SPED teachers must bring TELPAS data to ARDs for planning

District encourages teachers to become ESL certified by paying for the test and course however teachers are not informed of this at a district-wide level

Currently in planning stages to provide ELPS and Sheltered instruction to all staff

Teachers have been given the ELPS Instructional Tool to help in planning

Incentive for ESL- $500 - $4000 for BE

Need to address IPI in LPAC

Areas of need include:
The district will need to increase efforts to recruit and retain highly qualified, minority and non-minority educators to join the Mexia team.
Faculty and staff need additional training to understand cultural differences and strategies that work for all students.
There is a need to increase attendance.

Student Achievement
The following data were reviewed in relation to Student achievement:
PBMAS (Performance-based monitoring analysis system); the TEA Student Achievement Calculation Report using Phase in standards, The 2014/15 TEA Accountability Summary for Accountability Rating; Snapshot report; The TEA Audit from Spring 2015.

Upon review of these data, several findings were noted. These findings include:
There is a need to improve our LEP dropout rate, the CTE Nontraditional course completion rate for males; The STAAR and EOC passing rate must increase especially in the Social Studies and Writing areas. The SPED STAAR alternate 2 participation rate performance level is critically in need of improvement. The SPED RHSP/DAP rate (graduation plans) is unacceptable and in need of improvement. We must also improve the SPED STAAR Alternate 2 participation rate. The District 2014 Accountability summary report showed Mexia above the state target scores in all four index categories: Student achievement, student progress, closing performance gaps and postsecondary readiness.

Areas of need include:
In addition to needing improvement in the content areas assessed at the state level, there are specific needs from the spring TEA audit details areas of opportunity to improve services for our students. Those needs are outlined as strategies in the plan.

School Culture, Climate, and Organization
The following data were reviewed in relation to School Culture, Climate, and Organization:
Information from various sources such as social media. evaluations and observations. The District Improvement Plan was also reviewed and evaluated.

Upon review of these data, several findings were noted. These findings include:
More communication has been requested. Most of the data shows the district should work on communication, employee incentives and morale and retaining teachers.

Areas of need include:

Increased parental and community support in all areas remains a concern.   Increased classroom management from teachers to take care of minor discipline problems rather than referring students to the office is still a need.

Staff Quality, Recruitment, and Retention
The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:
The turnover/retention rate remains to be a concern.

Upon review of these data, several findings were noted. These findings include:
There exist a need to recommend a package that invites the best to come to Mexia.

Areas of need include:
HQ teachers in Science and Math; HQ in all areas; Math and Algebra teachers are a need at the high school. We are still starting the school year with substitutes, which is unacceptable.

Family and Community Involvement
The following data were reviewed in relation to Family and Community Involvement:
Sign in sheets from campus parent and community activities. Superintendent continues to have conversations with community members and employees. We use the CASE from TREA to measure Community and Student Engagement. Data shows a need to continue searching for ways to improve communication from school to home.

Upon review of these data, several findings were noted. These findings include:
We are still not getting the level of parent involvement that is needed to positively affect student academic performance and discipline. We need to build better relationships with the parents and community. One of the district goals for the Superintendent includes finding one new strategy that works effectively and efficiently when communicating with parents.

Areas of need include:
Creating and publishing a monthly plan to involve parents and community members.

Mexia Independent School District
Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Met Standards	Texas Education Agency 2015 Accountability Summary
		Writing	Met Standards	Texas Education Agency 2015 Accountability Summary
		Math	Met Standards	Texas Education Agency 2015 Accountability Summary
		Science	Met Standards	Texas Education Agency 2015 Accountability Summary
		Social Studies	Met Standards	Texas Education Agency 2015 Accountability Summary
	Subgroups	All	Index 1 Student Achievement Target - 60; Mexia - 65; Student Progress - Target - 20 ;Mexia 32; Closing Performance Gaps Target - 28; Mexia 33; Postsecondary Readiness Target is 57; Mexia 69.	Texas Education Agency 2015 Accountability Summary
	Social/ Emotional	Discipline		
		Extracurricular	Increased number of participants	
		Other	McBay has 3 Star Distinctions and Met Standards; Bond Passed -15.2 Million; Additional All Day PreK;	
Teachers	Professional Development		Completed Vertical Alignment training district wide - 2 days	
	New Staff		Additional Asst. Principal at Sims. All other administrators returning - stability. New Asst. Supt.	
	Retention			
	Qualifications			
Parents	Participation		Great turnout Back to School meet the teacher night for all campuses	
	Communication		Increased using Social Media and mandatory parent phone calls.	

2015-2017 District Improvement Plan for Mexia Independent School District

Area of Focus: College and Career Readiness

District Priority: MISD will explore options to expand High School Dual Credit and HB5 Pathways with emphasis beginning with PreK at McBay through 12th grade so all students will have the opportunity to an enriched environment that supports their personal goals and interests.

District Performance Objective: MISD will increase Postsecondary Readiness eligibility (Index 4) score from 69 to 75 as indicated on the 2015 Accountability Rating Summary

Formative Evaluation: Survey results in Spring 2016; Accountability summary 2016

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1	MISD will implement Personal Graduation Plans to students from Prek - 12th Grade (8 thru 12 to be in accordance with HB5)	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Local	Implementation by 10/30/2015
2	MISD will implement Project Based Learning (pilot in the Spring of 2015 and full implementation in the school year of 2015/16)	CCR, IT, GT, AR, SD	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors, Teachers		Local	August 2015 - June 2016
3	MISD will create a Portrait of a Graduate that guides operational and instructional decisions	CCR	All Students	Board, Superintendent, Assistant Supt, Campus Leadership, Counselors, District Site-Based Team		Local	Implementation by 10/30/2015
4	MISD will provide opportunities for increased ACT/SAT/TSI scores such as implementing SAT Camps, a class to increase scores in these areas. Become a full testing site.	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Cost to be determined	August 2015 - June 2016 Investigation Fall 2015
5	MISD Superintendent will meet with area business leaders and college officials to determine availability of additional CTE certifications and opportunities for students to be workforce ready and obtain more dual credit courses.	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Local	Implementation September 2015
6	MISD will fully develop and implement College, Career, Workforce Scholars program	CCR, PI, SD,	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Cost TBD	August 2015 - June 2016
7	MISD will provide transportation and the opportunity for students to attend Waco program GWAMA and GWACO.	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Local	Implementation August 2015
8	MISD will implement Classroom Adoption of College district wide in every classroom	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Local	Implementation December 2015

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
9	MISD will implement a College/Career/Workforce Go Get It Week in which students commit to graduating on time	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Local	August 2015 - June 2016
10	MISD will support and advertise student participation in the Navarro College /NRG Certification Program; and those offered at TSTC but not at Navarro	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Local	August 2015 - June 2016
11	MISD will continue to provide tuition, fees and books for four dual credit courses a year, (two per semester) for Juniors, Seniors and provide plan of action to increase enrollment by 10 % and expand program down to Soph/Fresh for opportunity for Associates Degree	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Grant Funded; Local funding	August 2015 - June 2016
12	MISD will continue to support the GEAR UP program for awareness of College and Career development.	CCR	All Students	Superintendent, Assistant Supt, Campus Leadership, Counselors		Grant Funded	August 2015 - June 2016
13	MISD District Site Based team has recommended the Superintendent propose the possibility of increasing teacher pay for those with a Masters to $1200 and an incentive upon completion of $5000.00	CCR	All Students	Superintendent, District Site Based, Director of Finance		Local, State, Federal	November Board Meeting
14	MISD Superintendent will provide options to the board regarding additional strategies to attract teachers to obtain a Masters Degree to improve our HB 5 Pathways and Dual Credit program.	CCR	All Students	Superintendent, District Site Based, Director of Finance		Local, State, Federal	November Board Meeting

	Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

	Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

2015-2017 District Improvement Plan for Mexia Independent School District

Area of Focus: Student Achievement

District Priority: 1. Student Achievement: MISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

District Performance Objective: Student performance will increase for all student groups by 10% for all student groups for each tested area as referenced by 2016 Accountability Summary

Formative Evaluation: STAAR and EOC; Data Walks; RTI data from online programs.

	Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1 MISD will continue to utilize Learning Keys and provide training on designing engaging lessons and leadership improvement strategies in addition to identifying clear expectations and non-negotiables for instruction district-wide that provides quality support to all students including special populations.	AR, CE, T1	All Students	District and Campus Leaders, Teachers		Local and Federal Budget' Assessment reports	Implemented August 2015
2 MISD will provide training, implement and evaluate the implementation of the RTI process to determine its effectiveness at each campus.	AR, CE, T1	All Students	District and Campus Leaders, Teachers		Learning Keys,	Implemented August 2015
3 MISD will standardize the RTI process and student intervention team procedures district wide.	AR, SD, CE, LEP	All Teachers; All Students	District and Campus Leaders, Teachers		Learning Keys,	Implemented August 2015
4 MISD will determine if those responsible for overseeing the RTI implementation are following the process and procedures	SD	All Teachers	Superintendent		Communication avenues	November 2015 and February 2016
5 MISD Superintendent will meet with Admin group and individual campus leaders each week to support programs and offer feedback for campus and student improvement.	SD	All Administrators	Superintendent		Time/Communication	Implemented August 2015
6 MISD Superintendent will oversee a system for regular evaluation of instructional programs, interventions and activities utilized for struggling students to determine if they are improving academic performance which will aide in attaining desired student achievement.	SD, AR, CE, LEP, TI,	All Students	Superintendent, District and Campus Leaders, Teachers		Local and Federal Funds	December 2015, June 2016
7 MISD will monitor general education classrooms that have students with disabilities receiving inclusion support for the implementation of differentiated instruction strategies.	AR	Sp. Ed. Students K-12	Special Programs Director, Building Principals, Diagnostician		Local and Federal Funds	August 2015 - June 2016
8 Analyze the current educational needs of students ages 3-5 to determine if an expansion of the continuum of	AR	Sp. Ed. Students K-12	Special Programs Director, Building Principals,		Local and Federal Funds	October 2015

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
	services for this age group is needed to provide services in the least restrictive environment.			Diagnostician, Inclusion teachers			
9	Analyze discipline data per campus to determine which campuses are contributing to a higher rate of placements for students with disabilities. Determine what infractions are being committed by students that result in removal.	VP	Students Gr. K-12	Positive Behavior Support Team members, Asst. Principals, Principals, Director of Special Programs		Local Funds	September 2015 - October 2015
10	Identify the causal factors for the disproportionate number of students with disabilities placed in disciplinary settings.	AR	Students Gr. K-12	Asst. Superintendent, Campus Principals, Assistant Principals, Director of Special Programs		Local Funds	September 2015 - October 2015
11	Monitor the discretionary placements of students with disabilities at each campus. Analyze the data to identify specific students receiving these placements. Develop a plan to provide increased behavioral and academic support to these students.	LEP, AR	LEP Students Gr. K-12	Campus Principals, ESL Teachers, Bilingual Teachers, Asst. Supt. Director of District Services		Local Funds	September 2015 - June 2016
12	Monitor the implementation and effectiveness of the positive behavioral interventions and supports (PBSI) during classroom walkthroughs. Provide additional support and/or professional development to those teachers experiencing difficulty.	ARD	Sp. Ed. Students K-12	Director of Special Programs & Diagnosticians		Local Funds & Federal Funds	August 2015 - June 2016 Monitored at Monthly Meetings
13	Develop a comprehensive dropout plan which identifies all of the district's initiatives related to decreasing the dropout rate and increasing the graduation rate for all students.	AR	Official reports required - Students Gr. 7-12 District wide efforts for PreK - 12.	Superintendent; High School Principal Junior High Principal Counselors		Staff time	October 2015 - November 2015
14	Analyze the academic data and services provided each ELL to determine the cause of high dropout rate during this school year. Identify patterns and trends of the data.	AR, CE, GT	All Students	All District and Campus Instructional Administrators; Initiative led by Special Education Director		State Compensatory Funds	August 2015 - June 2016
15	Staff will receive training in the areas of testing accomodations, differentiated instruction, sheltered instruction, Dyslexia, TELPAS, ELPS, and ESL strategies.	AR, CE, LEP	All Students	All District and Campus Instructional Administrators		State Compensatory Funds	August 2015 - June 2016
16	Collaborate with Region 12 ESC to conduct an evaluation of the BE/ESL program and report the results to the school board. Goal is 100% compliance on all audits.	AR, CE, IT	All Students	All District and Campus Instructional Administrators		State Compensatory Funds	Implemented August 2015 Report to Board in June
17	Collaborate with Region 12 ESC to develop and revise operating guidelines for the BE/ESL Program.	AR, CE, IT, SD	All Students	All District and Campus Instructional Administrators		State Compensatory Funds	Implemented August 14
18	Using the results of the annual BE/ESL evaluation and	SD	All Teachers; All Students	Superintendent; Asst.		Local Budget	August 2015 - June 2016

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
	other data such as the 2014 and 2015 PBMAS results, analyze the academic progress of ELLs in the program. Determine if changes to the program are needed to improve students' performance.			Supt.; Director of District Services			
19	MISD will develop a plan to expand the use of Data Walls or Data Rooms to gather specific data about the progress of each students and monitor progress or lack of progress. This process allows instructors and leaders to "drill down" to specific problems and visually see and determine percentages on track to meet state and federal standards. Purpose is to engage teachers in data analysis so they are customizing instruction for all students.	SD, AR, CE, LEP	All Teachers; All Students	Superintendent, Asst. Supt. District and Campus Leaders; Teachers		Local Budget	Implemented by October 30, 2015
20	MISD Leadership team will explore and implement Academic Acceleration Academies/Programs to assist students in mastering grade level standards	AR, CE, LEP, TI	All Students	Superintendent; District and Campus Leaders;		Local Budget	August 2015 - June 2016
21	MISD will provide SIOP (Sheltered Instruction Observation Protocol) training to all teachers to provide additional instructional strategies to improve achievement.	AR, CE, LEP, TI	All Teachers, All Students	Superintendent; Assistant Supt; Campus Leaders; Teachers		Local, State and Federal combined funding	Completion by July 2016
22	Redesign the LPAC meeting process to develop individual LPAC minutes for each ELL student.	AR, CE, LEP, TI	All Teachers, All Students	Director of District Services		Local, State and Federal combined funding	Implemented September 2015
23	Conduct training and set district wide expectations related to consistent documentation of accommodations and interventions on the LPAC forms.	AR, CE, LEP, TI	All Teachers, All Students	Director of District Services		Local, State and Federal combined funding	Implemented September 2015
24	Develop guidelines for documentation of intensive program of instruction in LPAC folders for all ELLs who did not meet standard on state assessment.	AR, CE, LEP, TI	All Teachers, All Students	Director of District Services		Local, State and Federal combined funding	Implementation March 2016
25	Conduct an inventory and analysis of all BE/ESL instructional resources and materials and software programs to determine if there are adequate effective instructional materials for ELLs district wide.	AR, CE, LEP, TI	All Teachers, All Students	Director of District Services		Local, State and Federal combined funding	Implementation December 2016
26	MISD will develop a structured incentive program to improve student attendance.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local funding	Implemented September 2015
27	MISD will analyze the curriculum based assessment process district-wide and develop clear expectations to ensure standardization and alignment with state standards in the development of the assessments.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local	Implemented September 2015
28	MISD will analyze the data walks and walk-through process and revise as needed to include differentiated instructional strategies and sheltered instruction strategies after all staff have been trained.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local	Implemented October 2015

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
29	MISD will analyze the methods by which the walkthrough data and instructional trends are shared with staff to increase effectiveness of the monitoring of instruction.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local	August 2015 - June 2016 Each Six Weeks
30	MISD Superintendent will ensure that all campuses work toward a rating of Met Standards.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local	August 2015 - June 2016

	Teachers						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1	MISD Superintendent will ensure that Campus leadership create two new strategies that will increase attendance and decrease tardies on campus. These plans will be presented to the board at the October board meeting.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local	Implemented October 2015
2	MiSD will continue the work with the SHAC Committee as per policy	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators; RN		Local; Partnerships	Implemented October 2015
3	MISD will conduct monthly PEIMS audits (in-district) to present at each board meeting.	AR, CE, LEP, TI	All Teachers, All Students	Supt. PEIMS Coordinator/Clerks		Local	October 2015 - June 2016
4	MISD Superintendent will ensure that Campus leadership will implement Character Education programs on each campus. The character trait of the week or month will be displayed on campus signs. These programs will be reported to the board in October.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local; Partnerships	Implemented September 2015
5	MISD Superintendent will provide principals with the training and information needed to understand how to work toward receiving distinctions on state assessments.	AR, CE, LEP, TI	All Teachers, All Students	All District and Campus Instructional Administrators		Local	Implemented in January 2016
6	MISD Superintendent will ensure that all classroom and elective teachers regularly implement writing across the curriculum to improve writing skills	SD	All Teachers, All Students	All District and Campus Instructional Administrators		Local	Implemented August 2015
7	MISD Superintendent will provide attendance awards to classrooms with 100% attendance on a daily basis beginning October 1, 2015.	AR, CE, LEP, TI	All Teachers, All Students	Supt.		Local	Implemented October 2015
8	MISD Superintendent will ensure that all elective teachers develop yearly goals to measure improvement in those areas.	SD	All Teachers, All Students	All District and Campus Instructional Administrators		Local	Implemented August 2015

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Title I SW	Resources	Timeline

2015-2017 District Improvement Plan for Mexia Independent School District

Area of Focus: Finance and Facilities

District Priority: 2. MISD will maintain efficient and effective fiscal management of resources to maximize learning for all students.

District Performance Objective: The Finance department will support all areas of operation to increase academic achievement and attendance, improve facilities, and improve student transportation with a favorable survey score of 80% or above.

Formative Evaluation: End of Semester surveys; TEA Reports; Audits; Monthly updates on Facilities;

Students						
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1 MISD will research the need to continue to contract with the ESC Region 12 to conduct Financial Benchmarking each six weeks to determine the financial position of the district in relationship to state funding projections and actual district performance	All Apply	All Students	Director of Finance Superintendent		Local Funds	Research and implement October 2015 - June 2016
2 The School Board, Superintendent and Director of Finance will review enrollment changes by grade level for the current year and historical trends.	All Apply	All Students	Superintendent Director of Finance School Board		Planning Time TAPR and PEIMS Data	Fall Semester 2015
3 Director of Finance will hold budget work sessions in the spring to look at projected enrollment & ADA numbers, state & federal funding levels and staffing needs for the next school year.Superintendent will provide staffing study for Board review.	All Apply	All Students	School Board Superintendent Director of Finance		Planning time	January 2016 - July 2016
4 MISD Superintendent and Director of Finance will improve communications to board regarding bond information/updates.	All apply	All Students	School Board Superintendent Director of Finance		Time	Monthly Sept 2015 - June 2016
5 MISD will continue to develop and implement the comprehensive long range facilities plan.	All Apply	All Students	Superintendent School Board Director of Finance District and Campus Leaders Facilities Committee		Planning time Facilities Study	Fall Semester Sept. 2015 - December 2015
6 Superintendent and Director of Finance will work with the District Transportation Department to create and implement a vehicle replacement schedule.	All Apply	All Students	Superintendent Director of Finance Director of Transportation		Planning Time	Publish October 2015

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
7	Superintendent and Director of Finance will work with Director of Technology and implement a technology replacement schedule in addition to implementing a technology plan to effectively use it.	All Apply	All Students	Superintendent Director of Finance Director of IT		Planning Time	Publish November 2015
8	Superintendent and Director of Finance will work with the Athletic Director to create and implement an equipment & uniform replacement schedule.	All Apply	Athletic Students	Superintendent Director of Finance Athletic Director		Planning Time	Publish December 2015
9	Superintendent and Director of Finance will work with the Band Directors to create and implement an equipment & uniform replacement schedule.	All Apply	Band Students	Superintendent Director of Finance HS & JH Principals Band Directors		Planning Time	Publish January 2016
10	Superintendent and Director of Finance will work with the District Maintenance Department to create and implement an equipment replacement schedule.	All Apply	All Students	Superintendent Director of Finance Director of Maintenance		Planning Time	Publish January 2016
11	MISD Superintendent will direct finance operations to maintain at least two and one-half months operating expenses in the fund balance.	All Apply	All Students	Superintendent		Planning Time	August 2015 - June 2016 Monthly report to board
12	MISD Superintendent will provide for effective technology district wide by adding at least one effective program at each campus during the school year.	All Apply	All Students	Supt, Tech Director, Director of Finance		Funding from IMat, local, grants	August 2015 - June 2016
13	MISD Superintendent will maintain district wide enrollment and increase student attendance.	All Apply	All Students	All District and Campus administrators		Planning time, local funding	September 2015 - June 2016
14	MISD Superintendent will ensure monthly meetings with principals and district administrators regarding budgeting issues, concerns and needs for summer projects.	All Apply	All Students	All District and Campus administrators		Planning time	September 2015 - June 2016

	Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

	Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

2015-2017 District Improvement Plan for Mexia Independent School District

Area of Focus: Public Relations/Parental Involvement

District Priority: 3. MISD will actively engage parents and the community in the education process of all students.

District Performance Objective: MISD will report an increased number of positive parent/community communications and improved partnerships within the city/county.

Formative Evaluation: Parent and community surveys Fall 2015 and Spring 2016.

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1	MISD will analyze the results of the parent survey of the ELL/ BE/ESL programs and develop training and supports as needed	IT; PI	All Students	Supt. and Tech Department		Time	August 2015 - June 2016
2	MISD will continue contract with Communities in Schools for a Program Manager at Sims and will continue CIS program at MHS through AT&T Aspire Grant	AR,	At Risk identified individuals	Supt, Director of Finance, Secondary Principals		approximately $25,000.00 AT&T Aspire Grant (non matching at high school)	August 2015 - June 2016
3	MISD will continue to improve communication with parents and community using traditional and non traditional forms of communications in both English and Spanish	AR, LEP	All Students	All District and Campus Administrators		Planning and meeting time	August 2015 - June 2016
4	MISD will continue to implement non-traditional forms of communications such as websites, Facebook, blogs, and Twitter	IT; PI	All Students	All District and Campus Administrators		Planning and meeting time	August 2015 - June 2016
5	MISD will create and implement a Parent Academy to inform and educate parents of the many aspects of their child's education and address parental concerns	PI	All Students	All District and Campus Administrators		Meeting times	Implemented October 6, 2015
6	MISD will analyze the student led conference process and continue to refine as needed to support increased parent involvement and participation in schools.	PI	All Students	All District and Campus Administrators; Teachers		Time, meeting times	Implementation by October 30, 2015
7	MISD Superintendent will utilize the Faculty Advisory Committee to develop additional activities to increase parental involvement and one new effective means, at each campus, to increase positive communication to parents and community	PI	All Students	Supt, Campus Leadership		Time	Implemented September 2015
8	MISD Superintendent will provide a monthly newspaper article and a Six weeks newsletter home to parents	PI	All Students	Superintendent		Time	August 2015 - June 2016
9	MISD will continue utilizing CASE tool from TREA and will add parents, community and business leaders to the Community and Student engagement review for TEA.	PI	All Students	Superintendent; Assistant Superintendent; CASE committee memers		Time	Spring 2016

	Students						

	Strategies	Codes	Target Group	Person(s) Responsible	Title I SW	Resources	Timeline
10	MISD Superintendent will support a community engagement program designed to promote student leadership for students in grades 9-12. Continue to build the student mentor program which involves community members and organizations through CIS.	PI; CCR	All Students	All District and Campus Administrators		Time/ Participation	August 2015 - June 2016
11	MISD will expand the MAGIC (Mexia Ambassadors Greatly Improving Communication) group to provide additional avenues of communication throughout the district. Ambassador training from Friends of Texas Public Schools.	PI	All Students	Superintendent		Book study - Hello My Name is Public School and I Have An Image	Training August - December 2015 Implementation - August 2015 - June 2016
12	MISD will utilize the faculty advisory committee to develop public relations strategies and a district wide plan to improve the image of the school district in the community. Consider the development of a structured volunteer program.	PI	All Students	Superintendent		Time/ Participation	August 2015 - June 2016 Monthly Meetings
13	MISD Superintendent will ensure a level of 80% or better on improved image of the district as a result of a survey.	PI	All Students	Superintendent		Time/ Participation	Implemented by October 30, 2015
14	MISD Superintendent will ensure the district website is updated weekly to reflect current district information and positive news. Evidenced by Tech director report.	PI, IT	All Students	Superintendent		Time/ Participation	Implemented September 2015 Monitored Weekly

	Teachers						
Strategies	Codes	Target Group	Person(s) Responsible	Title I SW	Resources	Timeline

	Parents						
Strategies	Codes	Target Group	Person(s) Responsible	Title I SW	Resources	Timeline

2015-2017 District Improvement Plan for Mexia Independent School District

Area of Focus: Climate

District Priority: 4. MISD will provide a friendly, safe and orderly environment conducive to learning for all students and staff.
District Performance Objective:

           Through survey results, at least 80 % of the responders will indicate satisfaction with efforts of MISD to improve the school's preception in the community, student behavior; student/staff relationships and parent/community/employee relations.

Formative Evaluation: Survey results, comments on social media, PEIMS data for attendance.

Students						
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1 MISD Superintendent and campus principals will continue to review the student code of conduct and standardized dress code annually and consider modifications as suggested by TASB Model	VP, BP	All Students	Superintendent Campus Administrators		Meeting time	Implemented August 2015 Completed
2 MISD Campus leadership teams will design and implement a plan that addresses creating a positive climate on campus and utilize surveys to measure improvement	VP,BP	All Students	Superintendent Campus Principals		Local Funds,	Publish November 2015; April 2016
3 MISD Campus leadership teams will design and implement a plan that addresses creating positive relationships with the entire community	VP	All Students	Superintendent Campus Principals		Local Funds	September 2015 - June 2016
4 MISD Superintendent will expand and continue the positive support group called MAGIC who are ambassadors that spread positive communication and the good news about MEXIA ISD	T1 VP PD	Adult leaders	Superintendent		Local Funds	Training-September 24, 2015 Monthly Meetings
5 MISD Superintendent will ensure the district-wide maintenance repairs are performed in a timely manner as evidenced by reports from each campus and campus tours.	VP BP	Adult Leaders	Superintendent; Maintenance Director; Lead Custodians;		Local funds; Bond Package	Implemented June 2015
6 MISD Superintendent will ensure that all campuses are instituting appropriate safety procedures to protect students and staff as evidenced by quarterly tours of campuses by safety director.	PD, VP, BP	Instructional and administrative staff	Superintendent; Director of Finance District and Campus Leaders		Title I	June - August 2015; Through out the year as funds available for 2015-2016
7 MISD Superintendent will ensure that all campuses administrators are following policies as set forth by the board.	PD	All Staff	Superintendent; District and Campus Leaders; Office Staff		Local Funds	August 2015- June 2016

Teachers						
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

Parents						
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

2015-2017 District Improvement Plan for Mexia Independent School District

Area of Focus: Personnel/Staff Development

District Priority: 5. MISD will recruit, develop and retain the high quality staff required to provide the best educational experience for all students.

District Performance Objective: MISD staff turnover will decrease 5% within two years.

Formative Evaluation: HQ and state assessment results; Decreased staff turnover; improved accountability ratings

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
1	MISD Superintendent will develop and implement a recruitment and retention system for highly qualified teachers in high need areas and report to board.	TI CCR	Professional Staff - All students	Superintendent, School Board, Director of Finance		Salary schedule, Staff time Local, Title Funds,	Implemented Spring 2015 - Report in November 2016
2	MISD will ensure that Learning Keys training is provided to all instructional staff members.	SD	Professional Staff - All Students	Superintendent, Asst. Supt, Campus Leadership		State and Federal Grants	Implemented August 2015
3	MISD will analyze staffing needs for ELLs at the middle school and high school.	CCR	Professional Staff - All Students	Superintendent		Title II Funds	Implemented Spring 2015 - August 2016
4	MISD will ensure that 100% of the teaching staff is highly qualified under No Child Left Behind	T1 SD	Professional Staff - All Students	Superintendent, Asst. Supt		Title II Funds	Implemented Spring 2015 - November 2015 Report
5	MISD will ensure that 100% of the paraprofessionals are highly qualified under No Child Left Behind	T1 SD	Professional Staff - All Students	Superintendent, Asst. Supt		Title II Funds	Implemented Spring 2015 - November 2015 Report
6	MISD will assist Teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified	SD, TI	Professional Staff - All Students	Superintendent Principals Asst. Supt, Director of SPED, Director of District Services		Title II Funds	Implemented Spring 2015 - August 2016
7	MISD Superintendent will conduct Leverage Leadership book study to coach, develop and train leaders to effectively monitor student and teacher progress.	SD	Professional Staff - All Students	Superintendent		Local Funds	Implemented September 2015
8	MISD will continue to provide staff development conducted by the instructional technology specialist in the use and integration of technology that will enhance student learning.	SD	Professional Staff - All Students	IT Director Superintendent Campus Leadership		Local, State and Federal Funds	Implemented August 2015
9	MISD ensure that all new Leadership team members participate in Instructional Rounds book study with ESC 12 to develop leaders in effectively evaluating, assessing and prescribing as it relates to classroom instruction.	SD	District and Campus Leadership	Superintendent and Assistant Superintendent		Local Funds	Implemented Sept 2014 Training Complete as of September 2015

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
10	MISD will conduct training with all teachers which focuses on developing a stronger understanding of the common difficulties experienced by ELL students and that may contribute to cultural bias. Provide ongoing training in how to create a culturally responsive learning environment with high expectations for ELL students.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015
11	Utilize the Faculty Advisory Committee to develop strategies and incentives for continuing to improve climate, morale and teacher retention.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented September 2015
12	MISD will provide culturally responsive and diversity training to all staff to increase awareness of special populations and at-risk students to increase ownership and build higher expectations for all students.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented September 2015
13	MISD will provide a structured incentive program to improve staff attendance.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015 - August 2016
14	MISD will provide ongoing professional development to teachers and new staff which focuses on data analysis and assists teachers in customizing instruction for students.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015 Weekly in PLC's
15	MISD will analyze the various meeting structures on each campus and provide formal structure to the team process and to the PLC process which emphasizes data talks and discussion to guide the instructional planning process.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015 Weekly in PLC's
16	MISD will develop a plan to ensure increased collaboration of the secondary ESL teacher with general education and special education teachers.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015
17	MISD will provide ongoing professional development to all teachers in sheltered instruction and differentiated instruction.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015 Weekly in PLC's
18	MISD will develop systems for monitoring implementation of professional development and support to determine if instruction in the classroom meets the needs of students.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented by October 30, 2015
19	Superintendent will develop a plan to provide ongoing district wide monitoring and support in all content areas and special populations.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented by October 30, 2015
20	Superintendent will develop and implement a teacher development plan to include all training and staff development.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015
21	Superintendent will develop and implement a recruitment and retention system for culturally diverse	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implement February 2016

	Students						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**
	highly qualified teachers and report to the board.						
22	Superintendent will develop effective programs to increase teacher effectiveness in the classrooms that result in increased student performance and report to the board.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented August 2015 Report to Board June 2016
23	Superintendent will oversee a performance appraisal process for all staff that reinforces a standard of excellence and assesses deficiencies; ensure results are used in planning for improvement. Developed by the Superintendent and Presented to board.	SD, PD, CCR, TI	Professional Staff - All Students	Superintendent and District Leadership		Local, State and Federal	Implemented in August 2015 Report to board in February

	Teachers						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

	Parents						
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Title I SW**	**Resources**	**Timeline**

* Legend

Code	Plan	Indicates that the strategy addresses…
AR	At-risk	the needs of students deemed "at-risk" of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students' need for support from home and/or the school's use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	prevention of bullying behavior on the District.
LEP	Limited English Proficiency	the needs of students who have limited English proficiency
CCR	College & Career Ready	the development of a college going culture and instruction in the area of Career & Technology Eduation.
GT	Gifted and Talented	the needs of Gifted and Talented identified students.
IT	Technology	the purchase, implementation and/or use of technology in an instructional setting.

CIP PART II: ASSURANCE ADDENDUM

Mexia Independent School District
Dr. Sharon Ross (Superintendent), Principal
2015-2017 District Improvement Plan

Section A

Please indicate whether your District has met each of the below legal requirements for your District improvement plan by placing an "X" in the box next to the corresponding requirement.

X	Mexia Independent School District has met the legal requirements for District improvement planning, including institution of a District-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable District performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the District's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the District.
X	Included goals and methods for violence prevention and intervention on District.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the District Performance Objectives Council	
Name of CPOC Member	**Position**
1. Susan Adams 2014-2016	McBay Teacher
2. Ruth Haddick 2015-2017	McBay Teacher
3. Brenda Featherston 2014-2016	McBay Teacher
4. Margaret Reynolds 2015-2017	Sims Teacher
5. Holly Clark 2014 - 2016	Sims Teacher
6. John West 2014-2016	DC
7. Melissa Maas 2015-2017	DC
8. Jodi Maki 2014 - 2016	MHS
9. Leroy Vigil 2014 - 2016	MHS
10. Cory Hamilton 2015 - 2017	MHS
11. Michael Goldburg 2015-2017	MJH
12. Lori York 2015-2017	MJH
13. Tamara Smith 2014 - 2016	MJH
15. Mitzi Eves 2015-2017	Parent
15. Jeff Proctor 2014-2016	Community
16. Rachel Rivera 2014-2016	Community
17. Brian Hullum 2015-2017	Community
18. Blanca Rivera 2014 - 2016	Business
19. Jeff Gipson 2015-2017	Business
20. Cindy Ploch 2014 - 2016	District Non-Teaching Professional assigned to a campus
21. Kelly Lauderdale	Administration
22. Dr. Sharon Young, Asst. Supt	Administration
23. Dr. Sharon Ross, Supt.	Administration, Chair

CPOC Meetings* for 2015-2017			
#	**Date**	**Time**	**Location**
1	September 14, 2015	5:00	Mexia ISD Admin Building Training
2	October 5, 2015	5:00	Mexia ISD Admin Building Training
3	November 2, 2015	5:00	Mexia ISD Admin Building Training
4	January 5, 2016	5:00	Mexia ISD Admin Building Training
5	February 1, 2016	5:00	Mexia ISD Admin Building Training
6	May 2, 2016	5:00	Mexia ISD Admin Building Training
7	June - To be determined	5:00	Mexia ISD Admin Building Training
8		TBD	Mexia ISD Admin Building Training

*   Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-
      released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section D

X	1.	**Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2.	**School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
X	3.	**Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4.	**High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5.	**Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6.	**Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the District's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
X	7.	**Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8.	**Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9.	**Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10.	**Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the District goals and strategies.

MISD 3 Year Staff Development Plan

Plan	Year 2014 - 15	Year 2015 - 16	Year 2016 - 17
Learning Keys: PD for all Administrators and educators/electives teachers included Learning Keys – to increase engaged classrooms and provide teachers with training to understand various strategies by consistent utilization of the NAAACP methods. Includes training to design engaging lessons.	Continue implementation Monitor for success using data from data walks	Train new teachers and administrators Monitor for success using data from data walks	Train new teachers and administrators Monitor for success using data from data walks
PD360: PD 360 provides teachers with an online bank of videos with examples of different teachers using a variety of strategies for each specific content area…PD360 personalizes the training for each teacher. Videos range in terms of length. One teacher finished all 4 videos in the month of December with a total of 36 minutes.	Training and implementation Fall and Spring semester for All Teachers/Elective Teachers/Administrators 4 videos per month 1 district level to address problems of practice from Instructional Rounds and other needs to improve instruction and/or to address other areas of district improvement 1 Principal selected 2 Teacher selected	Continuation for all teachers and Train new teachers and administrators Monitor for success using teacher completion reports	Continuation for all teachers and Train new teachers and administrators Monitor for success using teacher completion reports
SIOP: Offers strategies that improve learning for ELL students. Strategies have been proven to improve learning for all students. **Sheltered Instruction Observation Protocol.**	Training Spring and Summer of 2015	Implement and Train new teachers and administrators Monitor for success using walk throughs and student grades/exams/assessments	Continuation and Train new teachers and administrators Monitor for success using walk throughs and student grades/exams/assessments
Instructional Rounds: Used to determine problems of practice that hinders student success or growth. Book Study and training leadership teams and lead teachers from ESC 12.	Training and Implementation with Leaders and Lead Teachers.	Continuation - Train new teachers and administrators Monitor for success using data from data walks	Continuation - Train new teachers and administrators Monitor for success using data from data walks
Read 180/System 44/I-Read: To be expanded districtwide	All teachers will attend a meeting to understand how to best support students returning to general class		

Staff Development Plan is non-negotiable and will be monitored to ensure student success.