

# MUNDAY CISD Improvement Plan

## 2017-18

November 15, 2017

Date of School Board Approval

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

**The aim of the District shall be to give the students the best possible education that planning, experience and effort can devise, by providing an effective school system in which there is strong instructional leadership and orderly climate conducive to teaching and learning.**

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Troy Parton	Superintendent	
John D. Berry	Secondary Principal	
Kristi Bufkin	Elementary Principal	
Christel Shahan	Counselor	
Kim Bowman	Technology Director	
Z'Ann Messer	Elementary Teacher	
Mary Jane Loftin	Secondary Teacher	
Perry Keuhler	Business	
Tena Myers	Elementary Teacher	



## Comprehensive Needs Assessment: Summary of Findings

You may provide a written summary of the findings from the data analysis, or choose to use something like the table below.

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>ELL Student performance</i>	<i>STAAR Results</i>
<i>Special education numbers in all grades and ethnicities</i>	<i>Enrollment information PEIMS, TAPR</i>
<i>Economically Disadvantaged student Performance</i>	<i>TAPR, STAAR</i>
<i>CTE courses and staffing for secondary</i>	<i>PEIMS, HB 5 recommendations</i>
<i>Address needs of all learners, SPED, GT, ELL, 504</i>	<i>Parent comments, student needs,</i>

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$322,695

Total FTEs funded through SCE at this District/Campus 225

The process we use to identify students at risk is:

Standardized Test Scores, Parent Survey for NSLP, counselor teacher input

The process we use to exit students from the SCE program who no longer qualify is:

Standardized Test Scores, Parent Survey for NSLP, counselor teacher input

***Optional for Title I Schoolwide schools:  
At MCISD State Compensatory Funds are used to support Title I initiatives.***

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 3-11 (All Students)**

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2016	2015	2017	2016	2015	2017	2016	2015	2017	2016	2015	2017	2016	2015
Students At-Risk	87	83	64	67	74	70	73	68	57	70	79	53	64	84	74
Students Not At-Risk	91	86	76	74	77	75	69	76	64	78	82	60	77	87	75

	Drop Out Data		Completion Data	
	2015-16	2014-15	2015-16	2014-15
Students At-Risk	0.0	0.0	100	95
Students Not At-Risk	0.0	0.0	100	90

**The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, two additional math teachers to reduce the student teacher ratio in math, and the purchase and implementation of the Capturing Kids Hearts program to reduce the risk for student dropping out of school.**

**Upon evaluation of the effectiveness of this program the committee finds that... drop outs are not a problem, but that writing has to be emphasized in every subject**

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.



## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
<b>Federal Programs</b>
<i>Title I, Part A</i> \$177,916
<i>Title I, Part C (Migrant)</i> \$0.0
<i>Title II, Part A (TPTR)</i> \$26,790
<i>Title II, Part D (Technology)</i> \$0.0
<i>Title IV, Part A</i> \$10,000
<i>Title VI, Part B Rural/Low Income</i> \$4500
<i>Carl Perkins</i> \$5300
<b>State Programs/Funding Source</b>
<i>Accelerated Reading Instruction Funds</i> NLA
<i>Career/Technology Education</i> \$200,394
<i>State Compensatory Education</i> \$322,695
<i>Dyslexia</i> \$0
<i>Gifted/Talented</i> \$15,059
<i>Special Education</i> \$447,000
<i>Bilingual/ESL Program</i> \$13,266
<b>Local Programs/Funding Source</b>
<i>Grants</i>

**Goal 1:** Exceed State and Region passing rates for all students on all tested areas.

**Objective 1:** Exceed State and Region passing rates for all students in subpopulation groups on all tested areas.

**Summative Evaluation:** Yearly standardized test results.

Data 2015-16/ 16-17	All Students	H	W	AA	ED	Migrant	ELL	Spec. Ed.	GT	Male	Female
% Met Standard	<b>81/ 79</b>	<b>79/74</b>	<b>89/90</b>	<b>70/64</b>	<b>78/74</b>	-	<b>60/48</b>	<b>57/56</b>	-	n/a	n/a

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teach the TEKS in all core subjects.	8	Teachers, principals	Ongoing	TEA, TEKS Resource System, textbooks	T-TESS, walkthrough, lesson plans
Use outside resources to enhance lessons, expand knowledge base and vocabulary	4, 8, 9	Teachers	Ongoing	TEKS Resource system, internet, teacher materials	T-TESS, walkthrough, lesson plans
Tutorials to address need of at – risk students	1, 2, 3, 8, 9, 10	Principals, teachers	Ongoing	Supplemental materials, online lessons, targeted assistance programs, RTI materials	T-TESS, walkthrough, lesson plans

**\*Identify the Title 1 Schoolwide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for schoolwide schools have been addressed. Delete the column if desired.**

**Goal 2:** MCISD will have certified personnel in all teaching positions.

**Objective 1:** Retain staff members through training and continuing education opportunities.

**Summative Evaluation: Vacancies posted for teaching positions**

2016-17 School Year	% Classes taught by certified Teachers	% Certified Teachers in subject field	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
State required training/certifications	3,6,9, 10	Principals, Admin staff	March to July	Local, federal, state funds,	\$ spent on advertisement, training & jobs listed with ESC 9
Dyslexia, TTESS, Child Abuse, Sexual Harassment, Safety trainings	3,4,10	Principals, Superintendent	July & August, and new hires during the year	Local, federal, state funds,	Record sheet from software / online program, sign in sheets
Campus / District Policies and Procedures	2, 4, 5, 6,	CIT, DIT	May & June (depending on test results)	Local, federal, state funds, ESC9, TEA	Changes made to CIP, or DIP to promote teacher retention

**Goal 3:** All students will be educated in a learning environment that is safe, drug free and conducive to learning.

**Objective 1:** Increase participation in Drug Free, safe school environment activities.

**Summative Evaluation:** Review of discipline records and participation in events; positive drug test results

Data	All Students
Discipline/Incidents	

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Red Ribbon Week	2,6,10	Counselor , NHS sponsor	October each year	SDFS, local funds	Activities during the week, feedback from teachers, students
Character building, Anti-bullying activities, including cyberbullying	1,2, 4, 6, 10	Counselor, teachers, principals	Ongoing	SDFS, local funds	Discipline referrals, student feedback
Drug Testing/ Drug dog	2, 10	Principal, Superintendent	Ongoing	Local funds	Results from drug tests, drug dog “hints”
Secure entrances/ cameras	2, 10	Technology, Principal, Supt	Ongoing	Bond, and Local funds	Reduction of incidents

**Goal 4:** Highly Quality Education provided at all levels encouraging students to complete HS and seek post graduate training.

**Objective 1:** 100% Graduation / Completion Rate

**Summative Evaluation: Graduation / Completion reports; TAPR**

Data	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2015	95.2%	92.3%	100%	100%	90%	100%	100%	100%	100%	92.3%	100%

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Credit recovery, tutorials, RTI	1,2,3,6,7,9,10	Principals, Counselor, teachers	Ongoing, as needed	All available funding sources	Graduation rate, HS, Completion,
Identify at risk students and provide resources for drop-out prevention	2,4,9,10	Principals, Counselor	Ongoing, as needed	ESC 9, TWFC, TEA, local and state funds	Drop Out data, Student PEIMS data, standardized test scores

**Goal 5:** Encourage Parents to be partners in education at MCISD (all campuses)

**Objective 1:** 85% of parents will participate in at least one school sponsored academic activity

**Summative Evaluation:** Sign-in sheets and participation records

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Open House / meet the teacher	6	Principals, teachers	Fall and other times when appropriate	State,	Total of summative reports
Parent Log of Regular Contact	6, 9	Teachers	Ongoing, 6 week reports	Time	Logs turned into principals
Review Parent Involvement Policy & Title 1 Parent Compact	1,6,8	CIT, DIT	Spring of each academic year	Time, NCLB website, ESC 9	Sign in sheets, agendas
Spanish & English correspondence 3 week reports, Weekly calendar, website, school messenger	2,6,	Principals, Technology department	Ongoing, as needed	Google translate, state, local and federal funds	Feedback from parents, records retained

**This document is reviewed and revised as needed, but at least once per academic year by the District Improvement Team.**

**For information as to how to participate contact Mr. Parton in the Munday CISD Administration office 940-422-4321 x 1.**