

Mullin High School Campus Improvement Plan 2018-2019

02/13/2017

04/16/2018

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

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(TEC Title 2, Ch. 4, Sec.4.001)

Mullin ISD Mission Statement

The mission of the Mullin Independent School District is to provide customer service at the highest level. As a culturally diverse community, we will provide equitable opportunities for scholarship, leadership, and individual citizenship for our students. With the cooperation of faculty, staff, parents, and community, we will encourage and assist students in acquiring the knowledge, skills, and attitudes necessary for them to become productive members of a culturally diverse society.

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

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

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.

Title I, Part A Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b) (1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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
Federal Programs
<i>Title 1, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Carl Perkins</i>
<i>Title V, Part A (Innovative)</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: Mullin High School students will increase their STAAR pass rate by 5% by May 2019 in All Subjects/All Grades.

Objective 1: By May 2019, all student groups tested (each grade level & subject), will pass all portions of the state assessment with a 5% increase from 2017-18.

Summative Evaluation: All student groups will pass all portions of the state tests and meet ARD expectations with a 5% increase from 2017-18.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times (to include weekly RTI times) for students who are at risk of failure in core subject areas	2,9	Core subject teachers	Every week	Title I Part A Classroom Aides \$113,968 SCE Funds \$4000 11/6300/24	Improved six weeks grades Reduced failure rate
Provide a special education inclusion teacher for all core subject areas.	2, 9	SPED Inclusion Teacher	Every week	Inclusion Staff \$100,000 11/6122/23 (IDEA B Formula \$30,000) ARD	Improved six weeks grades Reduced failure rate
Provide core subject benchmarks	2, 9	SPED/Core Teachers	3 rd Six Weeks	Facilitator \$60,000 31/6119//23 Lead Teacher Stipends \$4500 11/6119/11	TEKS Progress Measures

Goal 2: Mullin High School: 100% of core academic classes will be taught by state certified teachers and 100% state certified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by state certified teachers, 100% of paraprofessionals with instructional duties will meet state requirements and 100% state certified staff will be maintained.

Summative Evaluation: 100% of core academic classes will be taught by state certified teachers and 100% state certified staff will be maintained.

Data 2017-18	% Classes taught by State Certified Teachers	% State Certified Teachers	% State Certified Paraprofessionals
	All	100	100

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit state certified teachers, professionals, and paraprofessionals	5	Principal, Human Resources Dept.	Once a semester	\$2500 yearly 11/6200/24 11/6200/23 Title II Part A \$2500	100% core academic classes taught by state certified teachers, 100% paraprofessional meet SC requirements
Develop and implement state certified strategies/activities to maintain SC staff	3, 5	Principal, Human Resources Dept.	Beginning and end of each semester	Principal \$64,000 23/6119/99	100% core academic classes taught by SC teachers, 100% paraprofessional meet SC requirements
Ensure that low income and minority students are not taught at higher rates than other students by	3	Principal, Human Resources Dept.	Beginning of each semester	Counselor \$55,955 31/6119/99 Couns. Clerk stipend \$1500 31/6129/99	Low income and minority students are taught by SC teachers

unqualified, out-of-field, or inexperienced teachers.					
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Goal 3: Mullin High School: 100% of core academic classes will be taught by state certified teachers and 100% state certified staff will be maintained and provided high quality professional development.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Staff Development Dept.	End of each semester	\$2500 11/6200/24 11/6200/23	Increased student performance
Identify teachers and paraprofessionals who do not meet SQ requirements and provide specific professional development	3,4	Principal, Human Resources Dept.	Beginning and end of each semester	Principal \$64,000 23/6119/99 Curriculum Director \$2000 11/6119/11	100% core academic classes taught by SC teachers, 100% paraprofessional meet SC requirements

Goal 4: All students in Mullin High School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2019 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2017-18 by 10% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who has not been trained	10	Principal	Monitor: End of each semester	ESC 12 David's Law Resources	Reduction in the number of bullying incidents and office referrals
				Principal \$64,000 23/6119/99 Counselor \$55,955 31/6199/99	
				Title IV Part A \$10,000 for program supplements	

Goal 5: All students in Mullin High School will graduate from high school.

Objective 1: By May 2019, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 95%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 95%.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program, summer school, and/or acceleration program for students at-risk for failure/drop out	2,9	Principal Academic Counselor Designated teachers	End of each semester	Title I Part A \$113,968 \$4,000 (4 certified teachers outside of regular school hours) 11/6119/11 11/6119/23	Successful completion of course work to recover credits
				Principal \$64,000 23/6119/99 Counselor \$55,955 31/6199/99 Counselor Clerk \$1500 31/6129/99	

Goal 6: Parents and Community will be partners in the education of students in Mullin High School. Objective 1: By May 2019, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child (ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company. No additional funds required.	Parents receive reports of assessment results
Mass message invitations to all parents whenever there is a school event	6	Principal's Admin Asst. Principal	Per Event	Principal \$64,000 23/6119/99	Records of parents attendance at school events
Parent Surveys	6	Principal Counselor Clerk Admin Asst.	Each Semester		Parents participate online or via paper surveys
Parent sign in sheets to track involvement	6	Principal's Admin Asst.	Per Event		

Goal 7: Teachers will use state assessment data and ongoing assessment data to monitor student progress.

Objective: By May 2019, 100% of teachers will have professional development on the use of assessment data to improve instruction.

Summative Evaluation: All teachers will demonstrate measures taken to improve instruction based upon analysis of disaggregated assessment data.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Each teacher will have a file with all of their students' STAAR assessment data with below standard objectives detailed and remediation strategies.	8	Teachers Learning Design Specialist District Testing Coordinator Principal	1 st Six Weeks	STAAR CSR No additional funds needed	Completed file in all teachers' possession
Professional Development for teachers in use of assessment data to improve instruction	8	Teachers Learning Design Specialist District Testing Coordinator Principal	1 st & 4 th Six Weeks	STAAR CSR ESC 12 Materials \$1200 11/6200/24 11/6200/23	Certificates of completion
Monitor all teachers use of their assessment data to effective changes to improve instruction	8	Learning Design Specialist Principal	At the end of every six weeks grading period	Observations Benchmarks Curriculum Director \$2000 11/6199/11 Principal \$64,000 23/6119/99	Evidence of objectives being mastered at a higher rate

Goal 8: Counselor will use state transcript audits to monitor student progress.

Objective: By May 2019, 100% of students will earn distinguished achievement.

Summative Evaluation: Counselor will implement transcript audits to track student status.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Transcript Audits will be done each semester	2, 9	Counselor Counseling Clerk Principal	Ongoing	TxEIS for transcript audits Counselor \$55,955 31/6119/99	Number of student graduating with distinguished achievement
				Counselor Clerk \$1500 31/6129/99	
				PEIMS Clerk \$26,000 23/6129/99	