

Campus Improvement Plan 2016-2017

Campus Name: Mullin Oaks Campus

Date of Committee Approval: 5/11/2016

Date of Board Approval: _____

Goal #1 – Student/Staff Achievement: All Mullin Oaks Campus students will exhibit exemplary performance in academics and social skills.

Performance Objective(s): All students will achieve 85% passing rate on standardized tests.

Summative Evaluation: TAPR; STAAR; TELPAS; PEIMS Data; Attendance Data

Goal 1 - Summary of Needs Assessment Findings: (Include TAPR, Attendance, STAAR Passing percentage, Test Participation Rate, etc.)

- Increase intentional teacher collaborative planning opportunities.
- Disaggregate benchmark data to plan small group tutorials.
- Investigate and implement research-based strategies in mathematics.
- Close the achievement gap for all subjects and all grade levels.
- Continue to encourage the integration of technology into all subject areas.
- Increase rigor in all content areas.
- Provide opportunities for staff to give input into professional development opportunities.
- Monitor all special programs for effectiveness and student success.
- Increase the number of students meeting standard on state assessments.
- Increase use of student driven classroom as per the Mullin Model
- Teachers will be provided opportunities for professional development in all core areas.
- Incorporate a blended-learning model, utilizing computers and teacher taught lessons, and traditional textbooks to achieve academic goals.

Goal 1 - Documenting Evidence: (Data Collected/Analyzed)

TAPR report, AYP report, PBMAS report, attendance records/PEIMS, content area benchmarks, master schedule, ESC 12 professional development record of attendance, ICR report, highly qualified report, discipline data

Goal 1 - Target Actions/Implementations for 2016-2017: (Subject and Grade Specific, if applicable)

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

| Initiatives Programs/Strategies | School-Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|--|--------------------------|-----------------|---------------------------|---|--|------------------------|
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-Targeted objectives for Mathematics, Reading, Writing, Science and Social Studies identified as in need of additional attention based on benchmarks and prior year STAAR results.
 -Targeted staff development to address student needs.

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|---|-------------|-------------|---------------|---|---|---|
| 1.1 Special Education -Develop Special Education operating guidelines and intake procedure specific to the Mullin Oaks Campus -Individualize disability identification and instructional arrangement codes based upon each student's needs. -Include appropriate documentation in the student's IEP for students with a surrogate or foster parent/court appointed individual serving as the parent. -Base transfer ARDs on data from prior institutions. -Conduct an ARD meeting to review and consider data when new information received from prior institution contains relevant yet conflicting information with current | SW 1 | 9/14/15 | Sp Ed Dir | ESC17 | Guidelines reviewed and approved by ESC's. Guidelines reviewed by school board. | 9/14/16 |
| | SW 2 | | Sp Ed Diag | ESC 18 | | |
| | SW 3 | 08/16-07/17 | Sp Ed Teacher | ESC 12 | Diagnostic Testing RTI Odysseyware Renaissance | Annual ARDs held throughout the year. Twice a year ESC 12 SPED review. |
| | SW 4 | | Behav Spec | Special Ed funds | | |
| | SW 6 | | Sp Ed Dir | SEAS | | |
| | SW 8 | 08/16-07/17 | Sp Ed Diag | Student IEP's | IEP's Folder Checks SEAS monitoring | Annual ARDs held throughout the year. Twice a year ESC 12 SPED review. |
| | SW 9 | | Sp Ed Teacher | PEIMS | | |
| | SW 12 | | Behav Spec | Demographic Student Data, Surrogate training, IEP's | | |
| | SW 12 | 08/16-07/17 | Principal | Special Ed funds | Folder Checks SEAS monitoring | Random folder checks every three weeks Twice a year ESC 12 SPED review |
| | SW 12 | | Sp Ed Dir | SEAS | | |
| SW 12 | 08/16-07/17 | Sp Ed Diag | Student IEP's | SEAS monitoring ARD meeting notes Folder checks | Random folder checks every three weeks Twice a year ESC 12 SPED review | |
| SW 12 | | Principal | PEIMS TREX | | | |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

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|---|-------------------|-------------|--|--|--|--|
| <p>IEP impacting a student's current educational program.</p> <p>-Conduct properly constituted ARD Committee meetings and obtain original signatures</p> <p>-Provide written notice prior to initiating or changing the identification or evaluation of a student.</p> <p>-Obtain informed-written consent prior to conducting any initial or reevaluation.</p> <p>-Provide an individualized written statement for each student with a disability that notes the student's present levels of academic and functional performance and how their disability affects the student's involvement in the general education curriculum.</p> <p>-Provide a written statement for each student with a disability that has measurable annual goals, including academic and functional goals.</p> | | 08/16-07/17 | Sp Ed Dir Sp Ed Diag Sp Ed Teacher Behav Spec | Special Ed funds SEAS Student IEP's PEIMS | Signature pages Meeting Notes | Random folder checks every three weeks Twice a year ESC 12 SPED review |
| | | 08/16-07/17 | Sp Ed Dir Sp Ed Diag Principal | Special Ed Funds SEAS Student IEP's PIEMS | Notification of ARD to parents/guardians | Random Folder checks every three weeks Twice a year ESC 12 SPED review |
| | | 08/16-07/17 | Sp Ed Dir Sp Ed Diag Principal | Special Ed funds SEAS Student IEPs | After consent is obtained re-evaluate all students who had initial evaluations done by Mullin ISD. | ARD meeting dates Random Folder checks every three weeks Twice a year ESC 12 SPED review |
| | | 08/16-07/17 | Sp Ed Dir Sp Ed Diag Principal | Special Ed funds SEAS Student IEP's PIEMS TREX | Each ARD reflected through PLAAFP's | ARD meeting dates Random folder checks every three weeks Twice a year ESC 12 SPED review |
| | | 08/16-07/17 | Sp Ed Dir Sp Ed Dir Sp Ed Teacher | Special Ed funds SEAS Student IEP's PIEMS TREX | IEP's Individualized and measurable student goals. IEP Progress Reports IEP Report Cards | ARD Meeting dates Random folder checks every three weeks. |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

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|--|-------------------|---|---|---|--|--|
| <p>-Ensure annual goals are aligned to the PLAAFP and designed to meet the student's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum.</p> <p>-Provide a written description of how the student's progress toward meeting the annual goals will be measured and when reports on the progress the student is making toward meeting their annual goals will be provided.</p> <p>-Determine needed related services for each student with a disability.</p> <p>-Conduct meetings to reflect a full decision-making process, based on data such as the student's present levels of performance, past assessment history, and high school cohort and credit levels, must be utilized for state assessment decisions.</p> | | <p>08/16-07/17</p> <p>08/16-07/17</p> <p>08/16-07/17</p> <p>08/16-07/17</p> | <p>Sp Ed Dir Sp Ed Dir Sp Ed Teacher</p> <p>Sp Ed Dir Sp Ed Dir Sp Ed Teacher</p> <p>Sp Ed Dir Sp Ed Dir Sp Ed Teacher</p> <p>Sp Ed Dir Sp Ed Dir Sp Ed Teacher</p> | <p>Special Ed funds SEAS Student IEP's CLASS</p> <p>Special Ed Funds SEAS Student IEP's</p> <p>Special Ed funds SEAS Student IEPs Diagnostic Evaluations</p> <p>Special Ed funds SEAS Student IEPs PIEMS TREX</p> | <p>Annual ARDS Teacher Training Student Progress Reports Student Report Cards</p> <p>Documented IEP progress reporting in the eligibility folders Student Progress Reports Student Report Cards</p> <p>Documented related services Student IEP G4S collaboration with MDT's (Multi-Disciplinary Team Meetings)</p> <p>IEP folders Pearson Reports Deliberation Notes Student Progress Reports Student Report Cards</p> | <p>Twice a year ESC 12 SPED review 3& 6 weeks reports</p> <p>ARD Meeting dates Random folder checks every three weeks. Twice a year ESC 12 SPED review 3& 6 weeks reports ARD meeting dates Random Folder checks every three weeks Twice a year ESC 12 SPED review 3&6 weeks reports</p> <p>ARD meeting dates Random Folder checks every three weeks Twice a year ESC 12 SPED review 3&6 weeks reports MDT's every 28 days</p> <p>ARD meeting dates Random folder checks every three weeks Twice a year ESC 12 SPED review 3&6 weeks reports Pearson Reporting Dates</p> |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

| Initiatives Programs/Strategies | School- Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|---|--|---------------------------------------|---|---|---|---|
| <p>-Include a statement of individualized, appropriate and allowable accommodations for students determined by the ARD Committee to take a state assessment with accommodations that are necessary to measure the academic achievement and functional performance of the student.</p> <p>-Include a completed eligibility requirement worksheet for all students determined/identified by the ARD committee to take a STAAR-A assessment in their folder.</p> | | <p>08/16-07/17</p> <p>08/16-07/17</p> | <p>Sp Ed Dir Sp Ed Dir Sp Ed Teacher</p> <p>Sp Ed Dir Sp Ed Dir Sp Ed Teacher Sp Ed Clerk</p> | <p>Special Ed funds SEAS Student IEPs PIEMS TREX</p> <p>Special Ed funds SEAS Student IEPs PIEMS TREX Pearson Reports</p> | <p>Individualized Student Accommodations IEP folders Pearson Reports Deliberation Notes Student Progress Reports Student Report Cards Teacher Input</p> <p>STAAR-A assessments required eligibility worksheets IEP folders Pearson Reports Deliberation Notes</p> | <p>ARD meeting dates Random folder checks every three weeks Twice a year ESC 12 SPED review 3&6 weeks reports</p> <p>ARD meeting dates Random folder checks every three weeks Twice a year ESC 12 SPED review</p> |
| <p>1.2 Provide Career and Technology program services: -Ag animal science, leadership courses, welding and home maintenance -Career Development and Leadership Development Events -Maintain Consortium with ESC 12 -Attend business conference for CTE certification</p> | <p>SW 1</p> <p>SW 2</p> <p>SW 5</p> <p>SW 8</p> <p>SW 12</p> | <p>08/16-07/17</p> | <p>CTE Teacher Principal</p> | <p>Chris Holecek, ESC 12</p> <p>Ag-Science Teachers' Association</p> | <p>Student report cards CDE/LDE banners</p> | <p>Every six weeks</p> |

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| Initiatives Programs/Strategies | School-Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|--|---|-------------|---------------------------------|--|--|-----------------|
| 1.3 Provide the following ESL program services: -Participate in Title III SSA with ESC 12 -Participate in training at ESC 12 -Maintain one person certified with ESL -Continue to serve secondary students in the regular classroom -Ensure LPAC guidelines, testing exemptions, requirements, etc. are followed -Continue to offer one-on-one tutorials to identified LEP students | SW 1 SW 2 SW 4 SW 8 SW 12 | 08/16-07/17 | ESL Teachers | LouAnn Olson, ESC 12 Bilingual/ESL funds | Class-wide benchmarks of content areas that are tested on STAAR LPAC meeting minutes Student ESL records | Twice a year |
| 1.4 Provide the following Migrant program services: -Participate in Migrant SSA with ESC 12 -Include migrant survey in registration packets -Areas of focus include identification and recruitment, early childhood, parent involvement, secondary credit accrual, graduation enhancement, migrant service coordination, intervention strategies | SW 1 SW 2 SW 8 SW 12 | 08/16-07/17 | Principal | LouAnn Olson, ESC 12 Candace Teele, ESC 12 Title I, Part C funds (SSA) with ESC 12 | New Generation System (NGS) | Twice a year |
| 1.5 Provide the following At-Risk (State Compensatory Education) program services: -Identify and serve students who meet the state criteria (see appendix) Study disaggregated test data (state assessment, benchmarks, etc) on a regular basis -Actively monitor attendance and grades and make parent contacts on a regular basis -Provide counselor services for students -Continue to offer interventions for individual students as needed -Provide mentoring for students -Continue to enhance the RtI process | SW 1 SW 2 SW 6 SW 8 SW 12 | 08/16-07/17 | Counselor Teachers Principal | SCE funds | Six weeks failure report | Every six weeks |

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|--|---|-----------------|---------------------------|--|--|------------------------|
| 1.7 Provide the following Title I program services: - Annual review of the Parental Involvement Policy - Annual review of the Home/School Compact -Provide support to all students in the schoolwide program -Ensure the 12 Components of a School-wide Program are included (see appendix) | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Principal | Barbara Agee, ESC 12 Title I funds | Agenda and sign-in sheets | Once a year |
| 1.8 Provide the following Reading program/strategies for improvement: -Compass Learning -I-Station -STAAR reading vocabulary emphasis (training received) | SW 1 SW 2 SW 7 SW 8 SW 9 SW 12 | 08/16-07/17 | Classroom teachers | Curriculum materials/manipulatives Txtbook adoption Vocabulary resources Compass Learning textbook materials | Benchmark testing STAAR results Progress reports Six weeks report cards Lesson plans | Every three weeks |
| 1.11 Provide the following Writing program/strategies for improvement: -Compass Learning -STAAR writing vocabulary emphasis (training received) | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Classroom teachers | Curriculum materials Textbook adoption Compass Learning | Benchmark testing STAAR results Progress reports Six weeks report cards Lesson plans | Every three weeks |
| 1.12 Provide the following Math program/strategies for improvement: -Provide on-line math STAAR practice -STAAR Vocabulary emphasis (training received) | SW 1 SW 2 SW 8 | 08/16-07/17 | Classroom teachers | Curriculum materials Textbook adoption STAAR master | Benchmark testing STAAR results Progress reports Six weeks report cards Lesson plans | Every three weeks |

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|--|---------------------------------------|-----------------|---------------------------|---|--|------------------------|
| -Problem solving using manipulatives -Continue to integrate real-life experiences into lessons | SW 9 SW 12 | | | | | |
| 1.13 Provide the following Science program/strategies for improvement: -Include science Compass Learning with demonstration labs/experiments during lessons -Continue to have secondary teachers work together with students | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Classroom teachers | Curriculum materials Textbook adoption Compass Learning | Benchmark testing STAAR results Progress reports Six weeks report cards Lesson plans | Every three weeks |
| 1.14 Provide the following Social Studies program/strategies for improvement: -Utilize Compass Learning -Provide project-based activities | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Classroom teachers | Curriculum materials Textbook adoption Compass Learning | Benchmark testing STAAR results Progress reports Six weeks report cards Lesson plans | Every three weeks |
| 1.15 Provide the following Technology program/strategies for improvement to support the overall curriculum: -Create power point presentations for content area projects -Provide opportunities for students to integrate songs and video into class projects -Use email to communicate rough drafts of assignments -Continue to offer keyboarding to middle school students -Integrate technology into content areas | SW 1 SW 2 SW 8 SW 12 | 08/16-07/17 | Classroom Teachers | Computers Windows textbook materials Computers Learning Centers textbook materials | Student projects and assignments Lesson plans | Every six weeks |
| 1.16 Provide the following Staff Development to support campus | SW 1 | 08/16-07/17 | Principal | ESC 12 CENTEX | Agenda and sign-in sheets Training materials/handouts | Weekly staff meetings |

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| Initiatives Programs/Strategies | School-Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|---|---------------------------------------|-------------|--|---|---|--|
| programs and provide for school improvement: -Campus improvement planning with Mullin Model -ESC 12 content area workshops -STAAR training -Student Driven Classrooms -Professional interactions -Technology/distance learning -Classroom management -TAP -Other teaching strategies | SW 2 SW 4 SW 8 SW 9 SW 12 | | | | Power point slide shows | Designated PD prior to start of school |
| 1.17 Conduct the following Assessments to benchmark student success in the curriculum areas: -Utilize teacher made assessments -Administer released STAAR -Utilize Odysseyware | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Classroom teachers Principal | STAAR release tests Compass Learning | Test results kept on file STAAR Reports | Every six weeks |
| 1.18 Provide the following Dropout Prevention/Recovery program/strategies for improvement: -Utilize CTE courses as a dropout prevention strategy -Offer counseling services to students -Continue to integrate career day activities -Provide mentoring opportunities for students -Monitor leaver codes using a checks and balances process -G.E.D Program option | SW 1 SW 2 SW 6 SW 8 SW 12 | 08/16-07/17 | Counselor GED Instructor Principal | Brownwood Career Day | Lesson plans Counselor records | Continuous |

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|--|---|-------------|--------------------------|---|--|-----------------|
| 1.19 Provide the following information for access to Higher Education (JH and HS) programs/opportunities: -Admission and Financial Aid Opportunities -Curriculum Choices -Dual Credit Option -Online College Courses | SW 1 SW 2 SW 3 SW 4 SW 7 SW 8 SW 9 SW 12 | 08/16-07/17 | Counselor Principal | Community Colleges and State Universities | Internet research and student choices. | Twice a year |
| 1.20 Conduct annual review of Highly Qualified Teachers and Paraprofessional staff requirements: -Review teaching assignment, certification and highly qualified status -Review of paraprofessional training -Complete highly qualified survey and maintain documentation on file -Present highly qualified report to the Board of Trustees annually | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Principal | Barbara Agee, ESC 12 | Personnel documentation including certification and highly qualified worksheet | Twice a year |
| 1.21 Provide the following programs/activities to support overall increased Attendance : -Monitor attendance using student software | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Counselor PEIMS Clerk | Local funds | Attendance records/PEIMS | Every six weeks |

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| Initiatives Programs/Strategies | School-Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|---|---|-----------------|---------------------------|---|--|------------------------|
| 1.22 Provide the following Planning Opportunities for all staff to promote overall school improvement: -Ongoing informal communication/flow of information -Hold Campus Improvement Planning meetings -Schedule and hold monthly faculty meetings -Online email discussions/feedback | SW 1 SW 2 SW 3 SW 4 SW 8 SW 9 SW 12 | 08/16-07/17 | Principal SBDM | Staff Email | Agendas and sign-in sheets | Ongoing |
| 1.23 Provide all Major Campus Documents in English/Spanish and in a language and format understandable to parents: -Student Handbook -Parents Right To Know -Enrollment Forms -Home Language Survey -Parents Rights Booklets -Parent Involvement Policies -Home/School Compact | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Counselor Principal | Mullin Main W. Baker | Copies on file | Ongoing |
| 1.25 compliance with the requirements of Title VI (Civil Rights) : -Posted Notice -Application Form -Student/Staff Handbooks -Parent Rights Booklets | SW 1 SW 2 SW 6 SW 8 SW 9 SW 12 | 08/16-07/17 | Superintendent Principal | TASB | Copies on file | Twice a year |

Revised 8/1/07

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|---|---|-----------------|-----------------------------|-------------------------------------|--|-----------------|
| 1.26 Ensure compliance with the requirements of Title IX (Sexual Discrimination) : -Posted Notice -Application Form -Student/Staff Handbooks -Parent Rights Booklets | SW 1 SW 2 SW 6 SW 8 SW 9 SW 12 | 08/16- 07/17 | Superintendent Principal | TASB | Copies on file | Twice a year |

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Goal #2 – Involvement with G4S Partners: The Mullin Oaks Campus staff will work collaboratively with our G4S partners and TJJDD to enhance the educational opportunities for all students.

Performance Objective: Have and overall rating of Excellent on an end of year survey provided to our G4S partners for the 2016-2017 school year.

Summative Evaluation: TAPR, STAAR; Survey Information

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| <p>Goal 2 - Summary of Needs Assessment Findings:</p> <ul style="list-style-type: none"> -Enhance school website as a resource for stakeholders -Conduct customer-service surveys and utilize the feedback for improvements -Provide opportunities for feedback from all stakeholders (students, parents, community, business) -Enhance the site-based decision making process -Continually seek ways to improve stakeholder/school communication |
| <p>Goal 2 - Documenting Evidence: (Data Collected/Analyzed)</p> <p>Stakeholder surveys, Meeting records</p> |
| <p>Goal 2 - Target Actions/Implementations for 2015-2016: (Subject and Grade Specific, if applicable)</p> <ul style="list-style-type: none"> -Continue to engage our G4S in student activities and collaboration, giving particular attention to academic involvement -Distribute stakeholder surveys and use results of surveys to make improvements |

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| <p>2.1 Continue the following approaches to assure open and effective communication between the school and G4S:</p> <ul style="list-style-type: none"> -Maintain open communication via phone, email, newsletters and face-to-face contact -Provide comprehensive up-to-date website -Maintain open door policy | SW 1 | 08/16-05/17 | Classroom teachers Beh Spec Counselor Principal | Phones, computers, internet | Phone logs Email records Copies of newsletters Record of conferences held | Ongoing |
| | SW 2 | | | | | |
| | SW 3 | | | | | |
| | SW 8 | | | | | |

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|---|---|-----------------|--|---|--|------------------------|
| Web-site | SW 9 SW 12 | | | | | |
| 2.2 Conduct parent/G4S conferences as indicated below: -Hold conferences on an as-needed basis -Parents of special education students and our G4S partners are contacted to participate in ARD meetings | SW 1 SW 2 SW 6 SW 8 SW 9 SW 12 | 08/16-05/17 | Classroom teachers Sp Ed Dir Sp Ed Diag Behav Spec Principal | Phones Gradebook student work samples | Parent contact log MDTs Record of conferences held | Ongoing |
| 2.3 Provide the following opportunities for G4S and community members to be actively involved in the programs of the school: -Continue to see involvement in ag-science activities -Host G4S/Stakeholder Open House and informational trainings | SW 1 SW 2 SW 6 SW 8 SW 9 SW 12 | 08/16-05/17 | Classroom teachers Principal | Parents Community members | Sign-in sheets | Ongoing |
| 2.4 Provide the following opportunities for G4S to be involved in planning for overall school improvement: -Include a G4S member on our SBDM team -Distribute parent surveys on a regular basis -Provide opportunities G4S to give input -Review the G4S involvement policy on an annual basis with senior G4S staff | SW 1 SW 2 SW 6 SW 8 SW 9 SW 12 | 08/16-05/17 | Principal SBDM Cmte members | Tony Price, ESC 12 | Sign-in sheets Meeting minutes | Ongoing |

Revised 8/1/07

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|--|---|-----------------|-----------------------------|---|--|------------------------|
| 2.5 Ensure G4S and students are informed of a student's rights and responsibilities : -Student Handbook -Student Code-of-Conduct -Parental Involvement Policy -School/Parent Compact -G/T Policy and Procedures -Special Education Rights -Parents Right-to-Know -Supplemental Educational Services (if applicable) -Section 504 | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-05/17 | Superintendent Principal | TASB ESC 12 | Copies of documents on file | Twice a year |

Revised 8/1/07

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Goal #3 – Safe and Orderly Environment: The Mullin Oaks Campus will provide a consistently safe and orderly environment that promotes and enhances student learning.

Performance Objective: Classroom climate will be such that incident reports (225s) will rarely be written.

Summative Evaluation: TAPR Data; STAAR; Technology Plan/Inventory, 225 incident reports

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| <p>Goal 3 - Summary of Needs Assessment Findings:</p> <ul style="list-style-type: none">-Develop school-wide discipline plan and procedures, including school-wide classroom rules-Continue providing professional development and follow-up support in the area of classroom management-Continue upgrading technology-Continue repairs to facilities as noted in the TASB report-Prioritize and schedule summer maintenance repair projects-Hold and document monthly crisis/safety drills-Complete crisis/safety plan, train students and staff in the use of the plan, and monitor the implementation of the plan-Ensure student safety in school vehicles |
| <p>Goal 3 - Documenting Evidence: (Data Collected/Analyzed)</p> <ul style="list-style-type: none">-Form 225-Staff input regarding technology needs-TASB report-Maintenance work orders on file |
| <p>Goal 3 - Target Actions/Implementations for 2016-2017: (Subject and Grade Specific, if applicable)</p> <ul style="list-style-type: none">-Develop school-wide discipline plan and procedures, including school-wide classroom rules-Complete crisis/safety plan, conduct training and monitor implementation of the plan |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

| Initiatives: Programs/Strategies | School- Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|--|---------------------------------------|-----------------|-------------------------------|---|---|----------------------------|
| 3.1 Continue to ensure a safe, orderly, and disciplined environment through review/revisions to the following: -Schoolwide Discipline Plan -Student Code of Conduct -Student Handbook -Home/School Compact | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16- 07/17 | Principal | TEC Chapter 37 | Meeting agenda and sign-in sheet Copies of documents on file | Quarterly |
| 3.2 Maintain the following activities/strategies to address Crisis Management and Violence Prevention on the campus: -Crisis Management/Response Plan -Crisis Response Team/Training -Staff Orientation to Emergency Drills: Building Evacuation (Fire); Shelter in Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16- 07/17 | Superintendent Principal | Nancy Cross, ESC 12 | Documents on file | Bi-Annually |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

| Initiatives: Programs/Strategies | School- Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|--|---|-----------------|---|--|--|----------------------------|
| 3.3 Conduct the following improvements to the campus facilities : -Upgrade computers -Correct deficiencies noted in TASB report | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Superintendent IT Dir | Local funds | Copies of paid invoices | Ongoing |
| 3.4 Provide for the following additions/improvements to the campus Technology Infrastructure : -Investigate use of funds to upgrade to Office Software -Install additional drops/wireless ports | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16-07/17 | Classroom Teachers Principal IT Dir | Local/State funds | Copies of invoices Student projects | Ongoing |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs

| Initiatives: Programs/Strategies | School- Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|---|---|-----------------|-------------------------------|--|--|----------------------------|
| 3.5 Provide for the following improvements to the campus administration of Disaster Drills : -Set up a schedule for the year to include monthly drills -Staff training to include all campus staff | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16- 07/17 | Principal | Nancy Cross, ESC 12 | Log of disaster drills | Monthly |
| 3.6 Provide the following staff development/training to ensure student/staff safety: -Review safety procedures/expectations | SW 1 SW 2 SW 4 SW 8 SW 9 SW 12 | 08/16- 07/17 | Principal | Nancy Cross, ESC 12 Student Handbook | Sign-in sheets, agendas and minutes | Ongoing |
| 3.7 Provide the following Title IV – Safe and Drug Free School and Communities programs and activities: -Red Ribbon Week | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16- 07/17 | Principal | Nancy Cross, ESC 12 Title IV funds | Newspaper clippings | Ongoing |

Revised 8/1/07

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| Initiatives: Programs/Strategies | School- Wide Comp. | Timeline | Person Responsible | Resource (Human/Material/Fiscal) | Formative Evaluation (Benchmarks/Assessments) | Benchmark Dates |
|--|---|-----------------|-------------------------------|--|--|----------------------------|
| 3.8 Adopt and implement policies addressing sexual abuse of children -Increase teacher, student and parent awareness | SW 1 SW 2 SW 8 SW 9 SW 12 | 08/16- 07/17 | Principal | TASB Board Policy Legislative Update | Board meeting agenda and minutes | Ongoing |
| 3.9 Board appointed School Health Advisory Council (SHAC) -Meetings held 2 times per year -SHAC reports to Board about their activities -SHAC makes recommendations about the Campus's health curriculum -Parents are notified regarding the teaching of human sexuality | SW 1 SW 9 SW 12 | 11/16- 06/17 | Principal G4S Med Staff | Marilyn Booth, ESC 12 | Textbook resources (science/health) Abstinence programs Board meeting agenda and minutes | |

Revised 8/1/07

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW12 – Coordination of Programs