Morgan Mill ISD/Morgan Mill School

District/Campus Improvement Plan

2020-2021

*Revised: September 2020*

*\*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. In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. Texas Education Code 11.252(c)*

**Comprehensive Needs Assessment Summary**

*Revised: September 2020*

**Comprehensive Needs Assessment Data Sources:**

Prior year’s DIP/CIP & Site-based decision-making committee meeting data

Texas Academic Performance Report (TAPR) data

Domain 1 - Student Achievement data, Domain 2 - Student Progress data, & Domain 3 - Closing the Gaps data, & Distinction Designations data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, STAAR Progress Measure data, Interim data

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data, Prekindergarten & Kinder-Readiness Data

Effective Schools Framework Diagnostic Report

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data, Section 504 data, Dyslexia data

Migrant population, including performance, progress, discipline, attendance, and mobility

At-Risk population, including performance, progress, discipline, attendance, and mobility

EL data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Response to Intervention (RtI) student achievement data, failure and/or retention rates

Attendance rates, Mobility rates, Discipline data, school safety data

Staff meeting data, state certified and high-quality staff data, & Teacher/Student Ratio

Professional development needs assessment & attendance data, Evaluation(s) of professional development implementation and impact (T-TESS)

Parent feedback, Community feedback

Capacity and resources data, Budgets/entitlements and expenditures data

**Goal 1: Morgan Mill ISD will ensure that all students receive a high-quality education and will improve student performance for all student groups.**

**Performance Objective 1:** The district will implement a well-rounded program of instruction to meet the academic needs of all students.

**Evaluation Data Source(s):** The Student Achievement scaled score for MMISD will improve from 77 to 80 by August, 2020, as measured by the Texas Accountability Rating System.

**Performance Objective 2:** Students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

**Evaluation Data Source(s):** The School Progress Academic Growth scaled score for MMISD will increase from an 83 to 86 by August, 2020 as measured by the Texas Accountability Rating System.

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| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
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| Teachers will utilize curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies. | Superintendent, Principal & Teachers | Time & training costs; state, local, & federal funds; Region 11 consultant fees; | Principal will coordinate with staff to develop andimplement a plan for staff development based upon identified needs; increase in student performance for all student groups;increase in number of students meeting grade level expectations in all grades and content areas; improved T-TESS ratings |
| Teachers will receive high-quality ongoing training to provide teachers with the subject matter knowledge and teaching skills to provide students with the opportunity to meet challenging state and local student academic standards; provide on-site instructional coaching, provide opportunities for teachers to attend content-based PD | Superintendent & Principal | Region 11 consultant fees; state, local, & federal funds;  | Implementation of mentoring program & instructionalcoaching for new or inexperienced teachers; increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas |
| Staff will receive on-site training during teacher in-service for DMAC, TEKS Resource, IXL, Istation, and Johnny Can Spell | Superintendent & Principal | State, local, & federal grant funds; ESC 11 consultant fees | Teachers will be more effective in utilizing high-quality curriculum, resources & formative assessments to measure student progress |
| Support teachers with effective implementation of newly adopted ELAR curriculum and resources to ensure students are receiving individualized instruction that builds reading strategies and increases independence | Superintendent & Principal | Principal time in classrooms | Teachers will be more effective in meeting the needs of diverse learners; increased performance in phonemic awareness, phonics, fluency, vocabulary and comprehension; increased student motivation and interest toward reading |
| The principal and teachers will collectively create and/or develop a lesson plan form or template, determine expectations related to content of lesson plans, and establish timelines for submission and review of lesson plans by the principal. | Principal & Teachers | Time for staff to meet & work on process | Lesson plans will include clear objectives, multiple, differentiated paths of instruction to meet the specific needs of ALL students, and daily formative assessments to check for understanding. |
| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Teachers will regularly monitor student progress (using multiple forms of assessment aligned to the TEKS) to gather data and identify students at risk for academic failure.  | Principal & Teachers | State/Local Funds;multiple measures of assessments  | Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year |
| Provide teachers with time to meet, plan, and work on vertical alignment of instruction to make instructional improvements. | Superintendent & Principal | Time for staff to meet and plan; dmac  | Principal & teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions  |
| Instructional technology will be updated over time to ensure all classrooms have working technology hardware in order to better integrate technology into the curriculum.  | Superintendent & Principal | State, local, & federal funds  | Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.  |
| Add a staff member to implement a Fine Arts Program and provide daily instruction in music, art, and/or technology for all grade levels  | Superintendent & Board | Local/state/federal funds; staff, resources | A well-rounded program of instruction will better meet the academic needs of all students; increased student engagement |
| Provide opportunities outside the regular classroom setting to meet the needs of all learners by offering enrichment classes and activities, support and/or sponsor extracurricular activities, clubs, and organizations that provide enhanced experiences for all students | Principal & Teachers | State and local funds; Staff, parents, & volunteers  | Students will be encouraged and challenged to meet their full educational potential through increased opportunities such as field trips and involvement in extra-curricular activities  |
| Improve and update school security measures to provide a safe and secure learning environment for students and staff | Superintendent & Board | State, local, & federal funds | Improved culture and climate as a result of a safe and secure environment conducive for learning |
| Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students. | Principal & Coaches | State and local funds | Implementation of the Health and Wellness Plan; Compliance with requirements for students to participate inmoderate to vigorous physical activity |
| Staff and students will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety | Superintendent & Principal | Pecan Valley Centers; Star Council – Drug-Free Communities; State and local funds; Area law enforcement | Discipline plan which include strategies for addressing bullying & peer conflict; compliance with statutory training requirements for public school employees; updated crisis management plan, emergency operation plan, and multi-hazard plan |
| Implement schoolwide tiered model to prevent & address problem behavior; utilize discipline management techniques as part of progressive interventions for behavior prohibited by the Student Code of Conduct or classroom rules. | Superintendent, Principal & Teachers | Training fees; time for staff to meet and plan | Staff will engage in process to develop and enforce common expectations and consequences; reduced number of student referrals to office for discipline during instructional periods |

**Goal 2: MMISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.**

**Performance Objective 1:** Staffwill monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

**Evaluation Data Source(s):** 100% of evaluated student groups will meet Closing the Gaps targets.

**Performance Objective 2:** Staffwill utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

**Evaluation Data Source(s):** 100% of evaluated student groups will meet growth targets in Reading and Math.

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| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Staff will utilize multiple formative assessments to check for understanding. Staff will be provided time to disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and state assessments, using dmac and lead4ward resources. | Principal & Teachers | State and local funds; dmac & lead4ward fees; Title I and Title II funds; SI grant funds | Teachers will be able to identify students experiencingdifficulty or not making progress and then plan targeted interventions; improved student performance for all student groups |
| Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for identified students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes. | Principal & Teachers | State, local, & federal funds | Implementation of effective systems for identifying and supporting struggling learners; increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas. |
| Utilize paraprofessionals and other staff as needed to provide supplemental instruction, interventions, classroom support, and/or tutorials | Superintendent, Principal | State, local, & federal funds | Additional staff and extended learning time will ensure that students receive individualized instruction and support as needed to be successful  |
| Provide a full day high-quality prekindergarten program that is developmentally appropriate, multi-sensory and experiential | Principal & PreK Teacher | State and local funds | Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder-readiness |
| Additional classroom assistance and supplemental support will be provided to improve student achievement and close instructional gaps. In order to effectively support struggling students, supplemental reading and math programs will be used. | Principal & Teachers | Title I, Part A funds; SI grant funds | Student gains in literacy and math; increase in studentperformance |
| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Partner/coordinate with local community organizations as needed to provide services such as counseling, school-based mental health programs, and mentoring services, as needed, to students identified as at-risk | Superintendent & Principal | Pecan Valley Centers; STAR Council; State Comp Ed funds | Services will be provided to students and families as appropriate; increase in student performance and attendance  |
| Facilitate effective transitions for students from home to elementary school, from elementary to secondary, and for students new to Morgan Mill | Principal & Teachers | Title I, Part A funds; state and local funds | Students will successfully move from one school to another and maintain social and academic status, leading to improved student performance for all student groups. |
| Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students. | Principal & Secretary | State and local funds | Students will be provided with immediate enrollment,transportation, additional academic support, and counseling as appropriate. |
| Design and implement appropriate compensatory, intensive, or accelerated instruction that enables students to be performing at grade level at the conclusion of the next regular school term. | Principal & Teachers | State Comp Ed | Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, summer school, etc.) |
| Teachers will meet the needs of all learners, including students with disabilities and students eligible under 504, by providing instructional accommodations & supports based upon individual IEPs and 504 plans.  | Principal & Teachers | Greater Erath County Special Education SSA; ARD committee | Students with disabilities will be educated in the Least Restrictive Environment; improved student outcomes |
| Students identified as Limited English Proficient will receive support through certified ESL classroom teacher or ESL pullout program | Principal & Teachers | Region 11 Title III SSA staff; LPAC committee | Increase in student performance for students identified as Limited English Proficient |

**Goal 3: Morgan Mill ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.**

**Performance Objective 1:** MMISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

**Evaluation Data Source(s):** MMISDwill host a parent engagement event that focuses on building parents' capacity to support student achievement.

**Performance Objective 2:** MMISDwill follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in district, business representatives, and community members.

**Evaluation Data Source(s):** Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives

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| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
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| Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap. | Superintendent, Principal &Teachers | Title I, Part A funds | Activities that are responsive to the needs of all families,including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families. |
| Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. | Superintendent, Principal &Teachers | State and local funds; staff, & school volunteers | Increased school-parent communication; increased parentattendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops |
| Offer opportunities and workshops to build parents’ capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs  | Superintendent, Principal &Teachers | Parents, Community & Business Representatives | Parents and families will be provided with information thatwill encourage engagement with children as a means to increase student achievement. |
| Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.  | Principal & Teachers | Staff time | Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.  |
| Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Increase in parents willing to engage in the continuousimprovement process; increased survey participation;additional parent feedback regarding programs and planning. |

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| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Conduct an annual Comprehensive Needs Assessment (with students, parents and other members of the community) for the entire school as part of the continuous improvement planning process. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Student Outcome-Focused SMART Goals and PerformanceMeasures; improved student performance |
| Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Efficient allocation and use financial resources whileimproving the quality of education provided to students. |
| Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Student Outcome-Focused SMART Goals & PerformanceMeasures; improved student performance; Resource allocation is driven by programs and campus plan |
| The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | CIP will delineate instructional methods for addressingneeds of student groups not achieving full potential as well as methods for addressing needs of students for special programs. |
| Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | The School-Parent compact and the Parental InvolvementProgram will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.  |

**2020-2021 Site Based Decision Making Team**

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| **Name** | **Position/Role/Title** |
| Wendy Sanders | Superintendent; Non-teaching |
| Barrett Hutchison | Principal; Non-teaching |
| Marybeth Burns | Teacher |
| Annette Storrs | Teacher |
| Kourtney Redstrom | Teacher |
| Tracey Haggard | Teacher |
| Haylee Turley | Teacher |
| Christina Baker | Teacher |
| Taylor Stricklin | Teacher |
| Nancy Bassham | Teacher |
| Jayden Reynolds | Teacher |
| Rachel Jones | Teacher |
| Nan Goodman | Teacher |
| Alexis Maldonado | Parent |
| De Shewmaker | Custodian |

#### FEDERAL FUNDS PLANNING AMOUNTS/ALLOCATIONS

Title I Part A $14,682

Title II Part A $6,066

Title IV Part A $10,000

REAP/Small, Rural Schools Grant $12,515