# Mount Pleasant Junior High Campus Improvement Plan 2016-2017

## Every Child Has Every Chance to Learn

Date Approved by MPISD Board of Trustees:

Nondiscrimination Notice: MOUNT PLEASANT ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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# MISSION

To graduate students with the ability to read, think, and communicate

# VISION

Every child has every chance to learn.

# MPJHS Campus Site Base Committee

Principal: Kelli Glenn
Assistant Principal: Norberto Otero
Assistant Principal: Todd Daniel
Assistant Principal: Stephanie Garner
Counselor: Candice Majors

| NAME | POSITION | NAME | POSITION |
|---|---|---|---|
| Launa McCord | Teacher | Theo Shavers | Teacher |
| Tina Terrell | Teacher | Jana Moore | Teacher |
| Sonia Smith | Teacher | Rosa Orona | Teacher |
| Tracey Campbell | Teacher | Tim Thompson | Business Representative |
| Karen Stayton | Teacher | Philip Hoffman | Community Representative |
| Audra Shoemake | Teacher | Shirley Peterson | District Representative |
| | Paraprofessional | Niki Jones | Parent Representative |

# SECTION 1

# FUNDING SOURCES

# Federal, State, and Local Funding Sources

| PROGRAM | FUNDING SOURCE | PROGRAM | FUNDING SOURCE |
|---|---|---|---|
| 199: General | Local | 284: Early Head Start | Federal |
| 199: 24, 26, 28, 30 State Compensatory ED | State | 289: LEP Summer School | Federal |
| 205: Head Start | Federal | 313: IDEA B Special Ed | Federal |
| 282: Title 1 Part A Instruction & Parent Involvement | Federal | 314: IDEA B Special Ed Pre-school | Federal |
| 212: Title 1 Part C Migrant | Federal | 397: Advanced Placement Incentive | State |
| 240: Food Service | Federal | 410: EMAT | State |
| 244: Vocational Ed Basic | Federal | 427: Pre-K | State |
| 255: Title II Part A Principal/Teacher Recruitment & Retention | Federal | 461: Principals | Local |
| | | 712: After School | Local |
| 263: Title III LEP Part A | Federal | 752: Print Shop | Local |
| 270: Title VI Rural & Low Income | Federal | 865: Activity | Local |

# SECTION 2

# NCLB GOALS

# No Child Left Behind Performance Goals

**Goal 1:** All students will reach high standards, at a minimum attaining proficient or better in reading/language arts and math.

**Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Goal 3:** All students will be taught by highly qualified teachers.

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

**Goal 5:** All students will graduate from high school.

# SECTION 3

# TITLE 1 COMPONENTS OF SCHOOLWIDE PROGRAM

# Title 1 Components for Schoolwide Program

1 **Comprehensive Needs Assessment**:
- Entire campus including migratory children
- Based on performance of children in relation to state content and student performance standards

2 **Schoolwide Reform Strategies**:
- Provide opportunities for all children to meet state's proficient and advanced levels of student performance
  - Use effective methods and instructional strategies based on scientifically based research that: strengthen core academics, increase amount and quality of learning time, such as: providing extended school year, before and after school and summer programs, and help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations
- Include strategies to address needs of all children, particularly those of low-achieving and at risk of not meeting state academic achievement standards which may include: counseling, pupil services, and mentoring services, college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, integration of vocational and technical education programs; and address how campus will determine if needs have been met; and
- Aare consistent with, and are designed to implement, the state and local improvement plans

3 **Instruction by Highly Qualified Teachers**: instruction by highly qualified teachers

4 **High Quality and Ongoing Professional Development**: ongoing professional development for teachers, principals, and paraprofessionals

5 **Attract Highly Qualified Teachers**: strategies to attract high-quality highly qualified teachers to high-need school

6 **Parental Involvement Strategies**: strategies to increase parental involvement, such as family literacy services

7 **Transition from Early Childhood Programs**: plans for assisting preschool children

8 **Inclusion of Teachers in Academic Assessment Decisions**: measures to include teachers in decisions regarding academic assessments in order to provide information on, and to improve the performance of students and overall instructional program

9 **Effective and Timely Additional Assistance**: activities to ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with assistance, which shall include measure to ensure students' 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**: occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

# SECTION 4
# COMPREHENSIVE NEEDS ASSESSMENT

# SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT

Through differentiated instruction, integrating general education and special education, and continuing to administer and review benchmark data, MPJH will increase our passing rate by 5% or higher in all categories. MPJH will continue to follow the redo policy to ensure that all students have the opportunity to learn necessary concepts and skills. By providing lunch interventions, MPJH will continue to improve in all subpopulations with small group instruction using individual instructional data from multiple sources.

Data-driven instruction and intervention must be provided for each individual student based on their academic needs. Instruction must be well-planned and executed by all teachers. Close oversight must be provided by campus administration. Lessons must be engaging and relevant. Parents must be welcomed as partners.

| | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SubPopulation | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% |
| All Students | 645 | 448 | 69 | 646 | 470 | 73 | 325 | 184 | 57 | 326 | 219 | 67 | 319 | 188 | 59 |
| Native American | 3 | 2 | 67 | 3 | 1 | 33 | 2 | 1 | 50 | 2 | 1 | 50 | 1 | 0 | 0 |
| Asian | 1 | 1 | 100 | 1 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 100 |
| African American | 90 | 54 | 60 | 90 | 49 | 54 | 40 | 18 | 45 | 40 | 18 | 45 | 50 | 24 | 48 |
| Hispanic | 446 | 302 | 68 | 445 | 338 | 76 | 216 | 120 | 56 | 217 | 150 | 69 | 229 | 131 | 57 |
| White | 103 | 87 | 84 | 105 | 79 | 75 | 65 | 43 | 66 | 65 | 48 | 74 | 38 | 32 | 84 |
| Two or More Races | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 0 | 0 | 0 |
| ECD | 546 | 365 | 67 | 546 | 390 | 71 | 272 | 148 | 54 | 273 | 179 | 66 | 272 | 152 | 56 |
| Special Education | 61 | 19 | 31 | 60 | 17 | 28 | 37 | 12 | 32 | 38 | 10 | 26 | 23 | 4 | 17 |
| ELL | 230 | 127 | 55 | 229 | 158 | 69 | 89 | 39 | 44 | 90 | 51 | 57 | 139 | 61 | 44 |

# STAAR Demographic Indicators-Student Achievement ** BETA **
## for MOUNT PLEASANT J H

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR,STAAR-L,STAAR-A,STAAR-Alt2 Score Code(s): S
Calculation Option: Level II Sat Student Standard Retests: Review the DMAC Calculation Source: Snapshot

**STAAR**

| | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SubPopulation | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% |
| All Students | 645 | 448 | 69 | 646 | 470 | 73 | 325 | 184 | 57 | 326 | 219 | 67 | 319 | 188 | 59 |
| Native American | 3 | 2 | 67 | 3 | 1 | 33 | 2 | 1 | 50 | 2 | 1 | 50 | 1 | 0 | 0 |
| Asian | 1 | 1 | 100 | 1 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 100 |
| African American | 90 | 54 | 60 | 90 | 49 | 54 | 40 | 18 | 45 | 40 | 18 | 45 | 50 | 24 | 48 |
| Hispanic | 446 | 302 | 68 | 445 | 338 | 76 | 216 | 120 | 56 | 217 | 150 | 69 | 229 | 131 | 57 |
| White | 103 | 87 | 84 | 105 | 79 | 75 | 65 | 43 | 66 | 65 | 48 | 74 | 38 | 32 | 84 |
| Two or More Races | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 0 | 0 | 0 |
| ECD | 546 | 365 | 67 | 546 | 390 | 71 | 272 | 148 | 54 | 273 | 179 | 66 | 272 | 152 | 56 |
| Special Education | 61 | 19 | 31 | 60 | 17 | 28 | 37 | 12 | 32 | 38 | 10 | 26 | 23 | 4 | 17 |
| ELL | 230 | 127 | 55 | 229 | 158 | 69 | 89 | 39 | 44 | 90 | 51 | 57 | 139 | 61 | 44 |

| All Students | Reading/ELA | | Mathematics | | Social Studies | | Science | | Writing | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Met Level II | 448 | + | 470 | + | 184 | + | 219 | + | 188 | = | 1509 |
| Students Tested | 645 | + | 646 | + | 325 | + | 326 | + | 319 | = | 2261 |
| Index | 1509 divided by 2261 | | | | | | | | | | 67 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**

**As TEA makes changes to Accountability, these results may change.**

**The Index 1 target for 2016 is 60. Shaded percentages are below 60%.**

# STAAR Demographic Indicators-Student Progress ** BETA **
## for MOUNT PLEASANT J H

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR,STAAR-L,STAAR-A,STAAR-Alt2 Score Code(s): S
Calculation Option: Growth Retests: Review the DMAC Calculation Source: Snapshot

| Reading Totals | All Students | African American | Hispanic | White | Native American | Asian | Islander | Two or More Races | Special Education | ELL |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 629 | 88 | 437 | 98 | 3 | 1 | 0 | 2 | 56 | 227 |
| Did Not Meet Expectation | 241 | 43 | 165 | 31 | 1 | 0 | 0 | 1 | 24 | 90 |
| Met Expectation | 388 | 45 | 272 | 67 | 2 | 1 | 0 | 1 | 32 | 137 |
| Exceeded Expectation | 96 | 12 | 64 | 18 | 1 | 1 | 0 | 0 | 7 | 35 |

| Mathematics Totals | All Students | African American | Hispanic | White | Native American | Asian | Islander | Two or More Races | Special Education | ELL |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 633 | 88 | 437 | 102 | 3 | 1 | 0 | 2 | 56 | 227 |
| Did Not Meet Expectation | 232 | 29 | 153 | 48 | 2 | 0 | 0 | 0 | 23 | 74 |
| Met Expectation | 401 | 59 | 284 | 54 | 1 | 1 | 0 | 2 | 33 | 153 |
| Exceeded Expectation | 41 | 7 | 26 | 8 | 0 | 0 | 0 | 0 | 0 | 15 |

| Aggregate (Subjects Combined) | All Students | African American | Hispanic | White | Native American | Asian | Islander | Two or More Races | Special Education | ELL | Total Points | Max Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 1262 | 176 | 874 | 200 | 6 | 2 | 0 | 4 | 112 | 454 | | |
| % Met or Exceeded Expectation | 63 | 59 | 64 | 61 | *0 | *0 | *0 | *0 | 58 | 64 | | |
| % Exceeded Expectation | 11 | 11 | 10 | 13 | *0 | *0 | *0 | *0 | 6 | 11 | | |
| Weighted Growth | 74 | 70 | 74 | 74 | *0 | *0 | *0 | *0 | 64 | 75 | 431 | 1200 |
| Index | | | | | | | | | | | | 36 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**
**As TEA makes changes to Accountability, these results may change.**
***0 indicates the minimum # of tests was not met for the demographic and the number is not included in the calculation.**
**The Index 2 targets are: district-22, elem-32, middle-30, hs and kthru12-17, aea campus and charter districts-8.**

# STAAR Demographic Indicators-Closing Performance Gaps ** BETA **
## for MOUNT PLEASANT J H

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR,STAAR-A,STAAR-Alt2 Score Code(s): S
Calculation Option: Level II Sat Student Standard Retests: Review the DMAC Calculation Source: Snapshot

| Prior Year | | | | | |
|---|---|---|---|---|---|
| SubPopulation | Reading Tested | Math Tested | Tested | Met Standard # | Met Standard % |
| Native American | 2 | 2 | 6 | 3 | 50 |
| African American | 62 | 61 | 214 | 133 | 62 |
| Hispanic | 440 | 440 | 1563 | 1155 | 74 |
| Asian | 6 | 6 | 24 | 20 | 83 |
| White | 111 | 110 | 388 | 345 | 89 |
| Two or More Races | 2 | 2 | 7 | 7 | 100 |

| STAAR | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Reading/ELA | | | | | Mathematics | | | | | Social Studies | | | | | Science | | | | | Writing | | | | |
| SubPopulation | Tstd | LII | LII% | Adv | Adv% | Tstd | LII | LII% | Adv | Adv% | Tstd | LII | LII% | Adv | Adv% | Tstd | LII | LII% | Adv | Adv% | Tstd | LII | LII% | Adv | Adv% |
| African American | 90 | 54 | 60 | 3 | 3 | 90 | 49 | 54 | 0 | 0 | 40 | 18 | 45 | 1 | 3 | 40 | 18 | 45 | 1 | 3 | 50 | 24 | 48 | 2 | 4 |
| Hispanic | 446 | 302 | 68 | 36 | 8 | 437 | 334 | 76 | 20 | 5 | 213 | 119 | 56 | 12 | 6 | 214 | 150 | 70 | 14 | 7 | 229 | 131 | 57 | 16 | 7 |
| ECD | 546 | 365 | 67 | 40 | 7 | 539 | 387 | 72 | 18 | 3 | 270 | 147 | 54 | 15 | 6 | 271 | 179 | 66 | 17 | 6 | 272 | 152 | 56 | 16 | 6 |

| Subpopulation | Reading/ELA | Mathematics | Social Studies | Science | Writing | Totals |
|---|---|---|---|---|---|---|
| African American | 63 | 54 | 48 | 48 | 52 | |
| Hispanic | 76 | 81 | 62 | 77 | 64 | |
| ECD | 74 | 75 | 60 | 72 | 62 | |
| Totals | 213 | 210 | 170 | 197 | 178 | 968 |
| Maximum Points | 600 | 600 | 600 | 600 | 600 | 3000 |
| Index | 968 divided by 3000 | | | | | 32 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**

***0 indicates the minimum # of tests was not met for the current year and the number is not included in the calculation.**

**As TEA makes changes to Accountability, these results may change.**

**The Index 3 targets are: district-28, elem-28, middle-26, hs and kthru12-30, aea campus and charter districts-13.**

# STAAR Demographic Indicators-Postsecondary STAAR Results ** BETA **
# for MOUNT PLEASANT J H

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR,STAAR-A Score Code(s): S
Calculation Option: Level II Sat Recommended Retests: Review the DMAC Calculation Source: Snapshot

| STAAR Final Level II Performance | All Students | African American | Hispanic | White | Native American | Asian | Islander | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| Students Tested | 629 | 88 | 431 | 104 | 3 | 1 | 0 | 2 |
| Number Met Final Level II for 2 or More Subjects* (see DMAC calculation) | 186 | 17 | 116 | 50 | 0 | 1 | 0 | 2 |
| Percent Met Final Level II for 2 or More Subjects* (see DMAC calculation) | 30 | 19 | 27 | 48 | 0 | 100 | 0 | 100 |

| Indicator | All Students | African American | Hispanic | White | Native American | Asian | Islander | Two or More Races | Total Points | Max Points |
|---|---|---|---|---|---|---|---|---|---|---|
| STAAR Final Level II Performance | 30 | 19 | 27 | 48 | *0 | *0 | *0 | *0 | 124 | 400 |
| Score | 124 divided by 400 | | | | | | | | | 31 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**
**As TEA makes changes to Accountability, these results may change.**
***0 indicates the minimum # of students was not met for the demographic and the number is not included in the calculation.**
**The Index 4 targets are Non-AEA District:13,HS/K-12:21,Middle:13,Elementary:12, if the other components are not available.**

# SECTION 5
# MEASURABLE GOALS

# Measurable Goals

**FOR STUDENT GROUPS WHO NEED IMPROVEMENT IN ORDER TO ACHIEVE PASSING RATE of 80%**

| STAAR Passing Percentage Goals | | | | | |
|---|---|---|---|---|---|
| **POPULATION** | **MATH** | **READING** | **SCIENCE** | **SOCIAL STUDIES** | **WRITING** |
| **All Students** | MPJH will increase students passing to **78%** | MPJH will increase students passing to **74%** | MPJH will increase students passing to **72%** | MPJH will increase students passing to **62%** | MPJH will increase students passing to 64% |
| **Native American** | ** | ** | ** | ** | ** |
| **Asian** | ** | ** | ** | ** | ** |
| **African American** | MPJH will increase students passing to **59%** | MPJH will increase students passing to **65%** | MPJH will increase students passing to **50%** | MPJH will increase students passing to **50%** | MPJH will increase students passing to **53%** |
| **Hispanic** | MPJH will increase students passing to **81%** | MPJH will increase students passing to **73%** | MPJH will increase students passing to **74%** | MPJH will increase students passing to **61%** | MPJH will increase students passing to **62%** |
| **White** | MPJH will increase students passing to **80%** | MPJH will increase students passing to 89% | MPJH will increase students passing to 79% | MPJH will increase students passing to 71% | MPJH will increase students passing to **89%** |
| **2+ Races** | ** | ** | ** | ** | ** |
| **Economically Disadv.** | MPJH will increase students passing to **76%** | MPJH will increase students passing to **72%** | MPJH will increase students passing to **71%** | MPJH will increase students passing to **59%** | MPJH will increase students passing to **61%** |
| **Special Ed** | MPJH will increase students passing to **33%** | MPJH will increase students passing to **36%** | MPJH will increase students passing to **31%** | MPJH will increase students passing to **37%** | MPJH will increase students passing to **22%** |
| **LEP** | MPJH will increase students passing to **74%** | MPJH will increase students passing to **60%** | MPJH will increase students passing to **62%** | MPJH will increase students passing to **49%** | MPJH will increase students passing to **49%** |

# SECTION 6

# LONG RANGE GOALS

# Long Range Goals

**Goal I** Improve the academic performance for all students *(District Goal I)*

**Goal II** Provide creative and innovative professional development in instruction and administration based on student performance *(District Goal II)*

**Goal III** Prepare all students for campus and career/college transitions *(District Goal V)*

# Long Range Goals

**Goal I Improve the academic performance for all students**

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| **2016-2017** | | | | |
| 1. increasing student attendance rate to 97% through continual monitoring of the attendance rate (NCLB: 5) | Principal, Assistant Principals | 2016-2017 | Fund: 199 General eSchool+, Mizuni, State Guidelines | Ongoing attendance checks |
| 2. reaching student STAAR Met Standard levels in all subjects to 80% with the use of benchmark and prior state assessment data (NCLB: 2, 4) (Title I: 3, 4, 6, 8, 9, 10) | Principal, Assistant Principals, Teachers | 2016-2017 | Fund: 211 Title I Part A Benchmark Assessments, TEKS Resource, DMAC, Mizuni, Planning Time | Benchmark scores, Grading Period reports, STAAR scores |
| 3. increasing student College Readiness performance academically advanced levels in all core areas with the use of benchmark and prior state assessment data (NCLB: 2, 4) (Title I: 3, 4, 8, 9, 10) | Principal, Assistant Principals, Teachers | 2016-2017 | Fund: 199 General Benchmark Assessments, TEKS Resource, DMAC, Mizuni, Planning Time | Benchmark scores, Grading Period reports, STAAR scores |
| 4. increasing student performance on fitnessgram 5% from pre to post tests encouraging lifelong fitness and facilitating academic growth (Title I: 2) | Deputy Superintendent, Principal, P.E. Teachers | 2016-2017 | Fund: 199 General | Pre/Post Fitnessgram data |
| **Objective 2 Assessment and Data: To guarantee student preparation for state assessments by** | | | | |
| 1. providing mandatory district benchmark assessments in core content areas at least twice per year (NCLB: 5) (Title I: 2, 9) | Assessment Director, Campus Testing Coord, Principal | 2nd – 3rd Grading Periods | Fund: 211 Title I Part A DMAC, Mizuni | Improved data access and use, Improved STAAR scores |
| 2. using DMAC to monitor student progress towards learning goals (NCLB: 5) (Title 1: 2, 9) | Principal, Assistant Principals, Counselors, Teachers | Weekly | Fund: 199 General Fund: 211 Title I Part A DMAC | Campus and District benchmarks, STAAR |
| **Objective 3 Behavior Management: To ensure that all students' needs are met by** | | | | |
| 1. administering the BASC II, "Behavior Assessment System for Children", for needed students by the campus counselors (NCLB: 4) (Title I: 2, 3, 4) | Deputy Superintendent, Counselors | 2016-2017 | Fund: 199 General BASC II Assessments, Supplies | Effective behavior management program |
| 2. providing Campus counselors with the MPISD Guidance and Counseling Plan addressing the four component areas: 1) Guidance Curriculum, 2) Responsive Services, 3) Individual Planning, and 4) System Support (NCLB: 4) (Title I: 2, 3, 4, 9) | Deputy Superintendent | 2016-2017 | Fund: 199 General State Guidelines | Improved counseling, Student success |
| 3. providing conflict resolution program, PBIS, on each campus ((NCLB: 4) (Title I: 2, 3, 4, 9) | Deputy Superintendent, Principal | September 2016 | Fund: 199 General PBIS Curriculum, Planning Time | Reduction in student discipline, Increased student self-esteem |

| | | | | |
|---|---|---|---|---|
| 4. providing conflict resolution program, PBIS (NCLB: 4) (Title I: 6) | Principal | 2016-2017 | Fund: 199 General<br>PBIS Curriculum | Increased parent involvement |
| 5. implementing a Guidance Protocol Manual dealing with suicide prevention, violence prevention, dating violence, unwanted physical/verbal aggression, sexual harassment, and bullying in schools (NCLB: 4) (Title I: 2, 10) | Deputy Superintendent | August 2016 | Fund: 199 General<br>State Guidelines | Increased awareness |
| **Objective 4 Classroom Monitoring: To ensure the fidelity of classroom instruction by** | | | | |
| 1. using the TTESS Observation Instrument (Title I: 3) | Principal, Assistant Principals, Leadership Team | 2016-2017 | Fund: 199 Contract Maint<br>DMAC | Improved and unified walk-through process |
| 2. targeting weekly documented classroom visits per week and providing teacher feedback after each documented classroom visit (Title I: 3) | Principal, Assistant Principals, Leadership Team | Weekly | Fund: 199 General<br>DMAC | Improved student behavior & performance, teacher performance, and communication between administrators & teachers |
| **Objective 5 Communication: To facilitate smooth communication between school and home by** | | | | |
| 1. providing systems: Home Access Center (HAC) for parents to view current grades and attendance, MPISD webpage by School Center for current information, and data warehouse by Mizuni parent portal (Title I: 6) | Deputy Superintendent, Technology Director, Principal | 2016-2017 | Fund: 199 General<br>Mizuni, HAC, MPISD Webpage | Successful communication between school and home |
| **Objective 6 Compensatory Ed: To ensure that all students' educational needs are met by** | | | | |
| 1. identifying and monitoring at-risk students (NCLB: 1, 5) (Title I: 2) | Director of State and Federal Programs, Principal, Teachers | 2016-2017 | Fund: 199 State Comp Ed<br>Total dist FTE's = 8.74<br>Salaries = $511,698.08<br>Contract Ser = $0<br>Supplies = $1969.75<br>Other = $0<br>Total campus funds = $513,667.83.00 | Review students' progress to determine if campus supplemental programs are effective |
| 3. improving the pre-referral process using the RtI (Response to Intervention), focusing on Tier One instructional practices and progress monitoring in each subject area and grade level (NCLB: 1, 5) (Title I: 2, 4, 9, 10) | Instructional Services, Special Ed Director, Principal | 2016-2017 | Fund: 199 General<br>IEP+, ESchool +, Mizuni, , Planning time | Ongoing process |
| 4. scheduling regular RtI meetings to discuss interventions for at-risk students (NCLB: 1, 5) (Title I: 2, 4, 9, 10) | Principal, Assistant Principals, RtI team, Teachers | Monthly or as needed | Fund: *See Objective 6, Strategy 1*<br>DMAC, Mizuni, mCLASS, RtI Notebook | Improved grades and benchmarks, Progress updates |
| 5. identifying and serving dyslexia students with research based reading interventions through RtI process (NCLB: 1, 5) (Title I: 2, 4, 9, 10) | Deputy Superintendent, Principal, Dyslexia Teachers, Teachers | 2016-2017 | **Fund:** *See Objective 6, Strategy 1*<br>Take Flight curriculum | Teacher referral, Review identified students reading scores to determine |

| | | | | |
|---|---|---|---|---|
| | | | | program effectiveness |
| **Objective 7 Curriculum and Instruction: To ensure that all students' educational needs are met by** | | | | |
| 1. requiring all teachers use designated MPISD written curriculum and instructional resources (NCLB: 2, 3, 5) (Title I: 2, 3, 4) | Superintendent, Principal, Assistant Principals | Daily | Fund: 199 General TEKS Resource | Improved student academic achievement, Classroom observations |
| 2. providing differentiated instruction (NCLB: 2, 3,4, 5) (Title I: 2, 3,4, 9) | Instructional Services, Principal, Teachers | Daily | Fund: 199 General Professional development, Instructional Leaders | Increased student self esteem and student achievement |
| 3. providing weekly, grade-level planning time to share/ discuss curriculum issues, student assessments, and student performances (NCLB: 1, 5) (Title I: 2, 3, 4, 9, 10) | Principal, Assistant Principals, Lead teachers | Weekly | Fund: 199 General Curriculum units, YAGs, mCLASS, DMAC | Benchmarks, STAAR |
| 4. implementing a re-do program (Lunch Bunch and Encore) that ensures academic success of every student. Students will be given multiple opportunities to meet standards on assignments. | Principal, Assistant Principals, Teachers | 2016-2017 | Fund: 416 Principal | Feedback from teachers, Improved student academic achievement |
| **Objective 8 Dropout Prevention: To increase dropout identification by** | | | | |
| 1. identifying potential dropout students as early as possible (NCLB: 1,4, 5) (Title I: 2, 9, 10) | Principal, Counselors, Teachers | 2016-2017 | Fund: 199: General DMAC, Mizuni, Collaboration between departments | Attendance; Benchmarks; STAAR; Counselor, Discipline, Grading Period Reports |
| 2. tracking attendance and identifying patterns (NCLB: 5) (Title I: 2, 9, 10) | Principal, Assistant Principals, Attendance Clerk | 2016-2017 | Fund: 199 General Mizuni, eSchool+ | Daily attendance checks |
| 3. implementing focus groups of teachers and counselors giving insight into students' reasons for dropping out (NCLB: 5) (Title I: 2, 9) | Deputy Superintendent, Counselors | Grading Periods | Fund: 199 General Planning Time | Improved attendance |
| **Objective 9 Highly Qualified: To ensure hiring and retention of highly qualified teachers by** | | | | |
| 1. providing additional compensation to teachers who further their education by receiving a Masters degree (NCLB: 3) (Title I: 5) | Superintendent, Business Manager, HR Director | August 2016 | Fund: 211 Title I Part A Stipends | Attracting and retaining highly qualified teachers |
| **Objective 10 NCLB: To ensure academic success for all students by** | | | | |
| 1. obeying all NCLB requirements including meeting Adequate Yearly Progress-AYP (NCLB: 1,2,3,4,5) | Director of State and Federal Programs, Principal | 2016-2017 | Fund: 255 Title II Part A Federal Guidelines | NCLB Compliance |
| **Objective 11 Safety and Security: To increase safety by** | | | | |

| | | | | |
|---|---|---|---|---|
| 1. providing proximity locks on all buildings (NCLB: 4) | Deputy Superintendent, Maintenance Director | 2016-2017 | Fund: 199 General Maintenance | Installment completion |
| 2. installing security cameras (NCLB: 4) | Deputy Superintendent, MPISD Police Chief, Maintenance Director | 2016-2017 | Funds: 199 General Maintenance, Supplies | Installment completion |
| 3. providing an emergency notification system to notify parents and community of emergency situations (NCLB: 4) (Title I: 6, 10) | Superintendent, Deputy Superintendent, Technology Director | 2016-2017 | Fund: 199 General 262 Title II Part A | Effective response to emergencies |
| 4. continuing use of radios for all administrators and custodial staff (NCLB: 4) | Principal | 2016-2017 | Fund:199 General Radios, chargers | Use of radios, Increased awareness and safety |
| 5. providing ID photo badges for all staff and wearing them daily (NCLB: 4) | Principal, Office staff | 2016-2017 | Fund:199 General Badges, Lanyards | Staff wearing badges daily, Increased awareness and safety |
| 6. requiring all visitors to sign in at the front office and wear name tags while on campus (NCLB: 4) | Principal, Office staff | 2016-2017 | Fund: 199 General Name tags, Sign-in forms | All visitors with name tags, Increased awareness and safety |
| **Objective 12 Safety Training: To ensure student, staff, and parent safety by** | | | | |
| 1. conducting safety crisis drills (NCLB: 4) (Title I: 10) | Deputy Superintendent, MPISD Police Chief | Twice per year | Fund: 199 General Federal/State Guidelines, MPISD Police Officers | Effective training |
| **Objective 13 Special Programs: To ensure that all students' educational needs are met by** | | | | |
| 1. implementing accelerated courses meeting College Readiness Standards by offering a comprehensive Pre-AP program at Wallace and Junior High in all 4 core courses (Title I: 2) | Superintendent, Deputy Superintendent, Principals | 2016-2017 | Fund: 199 General College Board, AP & Pre-AP Curriculum | Increased enrollment, Increased Commended scores, Student success |
| 2. implementing yearly new requirements for migrant student identification and funding (NCLB: 2,4, 5) (Title I: 2, 3, 4, 5) | Director of State and Federal Programs, NGS Specialist, Campus Migrant Aide | 2016-2017 | Fund: 212 Title I Part C Professional development Federal Guidelines | Accurate identification of students, Compliance with requirements |
| 3. identifying and serving all migrant priority of service students (NCLB: 2, 4, 5) (Title I: 2, 3, 4, 5) | Director of State and Federal Programs, NGS Specialist, Campus Migrant Aide, Teachers | 2016-2017 | Fund: 212 Title I Part C Federal Guidelines | Improved academic achievement |
| 4. providing an approved ELL language plan consistently throughout the district to better prepare immigrant students for mainstream classes (NCLB: 2, 3, 5) (Title I: 2, 3, 4, 9, 10) | Director of Bilingual/ESL, Principal, ESL Coordinator | 2016-2017 | Fund: 263 Title III LEP Federal/State Guidelines | Successful implementation of program; Student achievement |
| 5. implementing a "Re-Do" Program in grades 7 – 10 at JH & HS ensuring academic success of every student with students being given multiple opportunities to meet standards on assignments | JH & HS Principals | 2016-2017 | Fund: 416 Principal | Feedback from teachers; Improved student academic achievement |

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|---|---|---|---|---|
| 6. integrating CATE and academics in grades 7 – 12 by using the 10 Key School Improvement Practices (NCLB: 5) (Title I: 2, 3, 4, 10) | JH & HS Principals, CTE Director | 2016-2017 | Funds: 244 CTE MMGW/ HSTW, Professional development, SREB, State Guidelines | Increased TAKS/STAAR scores; Improved student achievement |
| 7.. providing a comprehensive ESL/Bilingual Program (NCLB: 2, 3, 4, 5) (Title I: 2, 3, 4, 9,10) | Director of Bilingual/ESL, Principal | 2016-2017 | Fund: 263 Title III LEP | Student achievement, Increased TELPAS and STAAR scores |
| 8.. providing a comprehensive Gifted and Talented Program (NCLB: 3, 4, 5) (Title I: 2, 3, 4, 9,10) | Deputy Superintendent, Principal, Teachers | 2016-2017 | Fund: 199 Cont Services Region 8, Salaries, Supplies, Travel | Student Achievement |
| 9.. integrating general education and special education instructional services in order for special education students to perform at their maximum potential (Title I: 2, 9) | Principal | 2016-2017 | Fund: 313 IDEA B SPED | Improved student achievement |
| 10. providing the Education of Homeless Children and Youth Program (NCLB: 5) (Title I: 2, 9, 10) | District Homeless Liaison | 2016-2017 | Fund: 270 Title VI Rural & Low Income | Effective program, Student success |
| **Objective 14 Technology: To ensure all students and staff have current technology by** | | | | |
| **1. maintaining and upgrading hardware and software regularly (Title I: 2, 10)** | Technology Director, Principal, Campus Technician | 2016-2017 | Fund: 199 General 211 Title 1 | Successful operations of campus technology; monthly needs assessment from technician |
| 2. requiring completion of the Star Chart. Completion of Star Chart assists in fulfilling the requirements in No Child Left Behind, Title II Part D that all teachers should be technology literate and integrate technology into content areas across the curriculum (NCLB: 3) (Title I: 3, 4) | Deputy Superintendent, Principals | 2016-2017 | Fund: 199: General Federal/State Guidelines | Successful completion |
| 3. assisting staff with professional growth identified in the Star Chart along with targeting SBEC standards (NCLB: 3) (Title I: 3, 4) | Instructional Services, Principals | 2016-2017 | Fund: 199: General State Guidelines | Star Chart completion |
| **Objective 15 Technology Program: To ensure all students are proficient in grade level technology applications by** | | | | |
| **1.** providing comprehensive technology programs (NCLB: 3) (Title I: 2, 3, 4, 9, 10) | Instructional Services, Technology Director, Principal | 2016-2017 | Fund: 199 General Supplies | Student achievement, Technology proficiency |

## Goal II Provide creative and innovative professional development in instruction an administration based on student performance

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| **Objective 1 Behavior Management: To ensure that all teachers are knowledgeable in conflict resolution and MPISD procedures by** | | | | |
| 1. providing annual training in conflict resolution (PBIS). Train all new staff. Previously trained staff will continue to be updated at the beginning of each school year. | Deputy Superintendent, Principal | August 2016 | Fund: 199 General PBIS Curriculum, Professional Development | All teachers trained, Improved student behavior & performance |

| | | | | |
|---|---|---|---|---|
| (NCLB: 3) (Title I: 2, 3, 4, 10) | | | | |
| 2. providing updates and training during the first six weeks of school for all counselors/administrators, using the Guidance Protocol Manual for suicide prevention, violence prevention, dating violence, unwanted physical/verbal aggression, sexual harassment, and bullying in schools. "Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner." (NCLB: 4) (Title I: 2, 10) | Deputy Superintendent, Counselors | 1st 6 Weeks 2016 | Fund: 199 General | Increased awareness |
| **Objective 2 Collaborative Team Planning: To ensure campus teams are meeting and planning collaboratively and successfully by** | | | | |
| 1. requiring teams to complete weekly records instruction (Title I: 3) | Principal | Weekly | Fund: 199 General Planning Time | Records checked |
| 2. visiting teachers' classrooms at least once every three weeks to guide the instructional process by Principals and Assistant Principals(NCLB: 3) (Title I: 3) | Principal, Assistant Principals | Checkpoints every 3 weeks | Fund: 199 General | Improved student behavior and performance, teacher performance, and communication between all parties |
| **Objective 3 Curriculum and Instruction: To ensure that all students' educational needs are met by** | | | | |
| 1. providing staff development in differentiated instruction to assist staff in serving at-risk students (NCLB: 3) (Title I: 2, 3, 4, 9, 10) | Instructional Services, Principal | 2016-2017 | Fund: 199 General DMAC, Planning Time | Improved student achievement and teaching strategies |
| 2. providing a variety of professional development models: individual, small group, whole group (NCLB: 3) (Title I: 3, 4, 5) | Instructional Services | 2016-2017 | Fund: 199 General Instructional Leaders | Increased student achievement |
| 3. assisting teachers in analyzing student data in order to improve student performance. (NCLB: 3) (Title I: 3,4) | Instructional Services | 2016-2017 | Fund: 255 Title II Part A 263 Title III LEP TEKS Resource and other curriculum, DMAC, Planning Time | Improved student achievement |
| 4. providing College Board training for all Pre-AP and AP teachers in the 4 core areas at 6th-12th grades: Wallace, JH, and HS | Deputy Superintendent, Curriculum Director, Principals | 2016-2017 | Fund: 199 General Professional Development Supplies | Improved student achievement and teaching strategies |
| 5. providing 20 hours of staff development during in-service days and throughout the year (NCLB: 3) (Title I: 3) | Principal | 2016-2017 | Fund: 199 General Professional Development | Feedback: Principal and teachers |
| 6. ensuring each teacher uses current instructional strategies by completing their Professional Goals in the first 6 weeks of school . Principals will help facilitate the development of any action plan needing additional input. (NCLB: 3) (Title I: 3, 4) | Principal | 1st 6 weeks 2016 | Fund: 199 General Employee Resources | Professional Growth Action Plan completion |
| 7. maintaining monthly staff meetings which will focus on improved instruction, team building activities, and development of a healthy staff (NCLB: 1, 5) (Title I: 2, 3, 4, 9, 10) | Principal, Assistant Principals | August 2016 | Fund: 199 General 416 Principal Cafeteria services, Motivational materials, | Feedback from teachers/ staff |

| | | | | |
|---|---|---|---|---|
| | | | Supplies | |
| **Objective 4 Highly Qualified: To maintain highly qualified staff by** | | | | |
| 1. providing educational and purposeful professional development opportunities (NCLB: 3) (Title I: 3, 4) | Instructional Services, Principal | 2016-2017 | Funds: 255 Title 2A<br>263 Title 3 LEP | Improved teacher performance and student achievement |
| **Objective 5 Migrant: To ensure that all students' educational needs are met by** | | | | |
| 1. providing required professional development yearly for migrant assistants (Title I: 2,4, 10) | Director of State and Federal Programs | 2016-2017 | Funds: 212 Title I Part C Federal Guidelines | Improved teacher performance and student achievement |
| **Objective 6 MPISD Procedures and Policies: To ensure that all new teachers understand procedures and policy by** | | | | |
| 1. requiring a two day orientation prior to the school year addressing 1) district and campus procedures, 2) accessing and implementing the district's written curriculum, and 3) conflict resolution (NCLB: 3) (Title I: 3, 4) | Deputy Superintendents, HR Director, Curriculum Director | August 2016 | Fund: 255 Title II Part A | Feedback from new and veteran teachers, and principals |
| **Objective 7 State Assessment: To ensure appropriate procedures are being followed for all personnel involved with local, state, and federal testing by** | | | | |
| 1. providing training in testing security and administration procedures (NCLB: 3) (Title I: 3, 4) | Assessment Director, Campus Testing Coord | 2016-2017 | Fund: 199 General Federal/State Guidelines | Limited or no testing incidents |
| **Objective 8 Technology Professional Development: To ensure all teachers use current instructional strategies and effectively integrate technology across the curriculum by** | | | | |
| 1. requiring the completion of their Professional Goals including the technology professional development component based on Star Chart needs (NCLB: 3) (Title I: 3, 4) | Principal | 2016-2017 | Fund: 199 General Federal/State Guidelines, Employee Resources | Mastery of all components |
| 2. requiring completion of the Star Chart. Completion of Star Chart assists in fulfilling the requirements in No Child Left Behind, Title II Part D that all teachers should be technology literate and integrate technology into content areas across the curriculum (NCLB: 3) (Title I: 3, 4) | Principal | 2016-2017 | Fund: 199 General Federal/State Guidelines | Successful completion |
| 3. assisting staff with professional growth identified in the Star Chart along with targeting SBEC standards (NCLB: 3) (Title I: 3, 4) | Principal | 2016-2017 | Fund: 199 General Completion of State Guidelines | Star Chart completion |

## Goal III Prepare all students for campus and career/college transitions

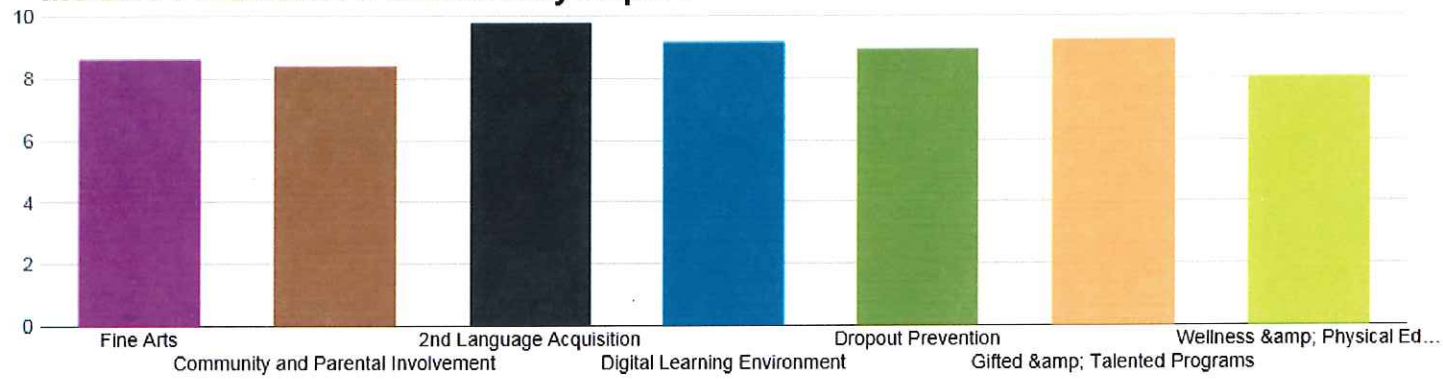
| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| **Objective 1 Advisory Program: To ensure MPJHS student success for transition from school to career /college by** | | | | |
| 1. continuing an Advisory Program assisting students develop a variety of skills needed for college and career | Principal, Assistant Principals, Counselors | 2016-2017 | Fund: 244 Vocational | Feedback from principal, teachers, and students, Increased student success |

| | | | | |
|---|---|---|---|---|
| **Objective 2 Career Assessments: To ensure student success by** | | | | |
| 1. providing on-line career assessments at MPJHS, Naviance (Title I: 2, 10) | Principal, CTE Director, Campus Testing Coord | Sept 2016 | Fund: 244 Vocational Assessments | Student preparation for career choices |
| **Objective 3 Career Day: To ensure career knowledge for students by** | | | | |
| 1. conducting a MPJHS career day every year for all 8th graders (NCLB: 5) (Title I: 2, 10) | CTE Director, Principal | 2016-2017 | Fund: 244 Vocational Planning Time, Supplies | Student participation in career day |
| **Objective 4 Curriculum Choices: To ensure students make informed curriculum choices by** | | | | |
| 1. providing MPJHS Choice Sheets with elective descriptions, along with MPJHS counselor guidance for all incoming 7th grade students and all MPJHS students (NCLB: 5) (Title I: 2, 10) | Principal, Counselors | Spring 2016 | Fund: 199 General Supplies | Increased awareness of course selections, Counselor guidance |
| 2. providing MPJHS Career Guidance Manual, including Achieve Texas pathways, along with MPJHS and MPHS counselor guidance for all students in grades 8– 12 (NCLB: 5)(Title I: 2,10) | Principal, Counselors | Spring 2016 | Fund: 244 Vocational 752 Print Shop Supplies | Increased awareness of course selections, Counselor guidance |
| **Objective 5 Higher Ed: To ensure student transitional success from school to career by** | | | | |
| 1. providing information about higher education admissions and financial aid opportunities (NCLB: 5) (Title I: 2, 10) | Counselors | 2016-2017 | Fund: 199 General State Guidelines | Increased student awareness |
| 2. providing information about TEXAS grant program and Teach for Texas program (NCLB: 5) (Title I: 2, 10) | Counselors | 2016-2017 | Fund: 199 General State Guidelines | Increased student awareness |

# SECTION 7

# SURVEY

## MOUNT PLEASANT J H Summary Report




Overall Rating: Exemplary

Are we in compliance with all legislative statutory reporting and policy requirements? **YES**

### Fine Arts

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **8.63**

### Community and Parental Involvement

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **8.41**

### 2nd Language Acquisition

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.76**

### Digital Learning Environment

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.16**

### Dropout Prevention

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **8.92**

### Gifted & Talented Programs

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **9.22**

### Wellness & Physical Education

☐ Unacceptable ☐ Acceptable ☐ Recognized ☑ Exemplary **8.04**