



MOUNT PLEASANT ISD

2014-2015

DISTRICT IMPROVEMENT PLAN

Critical Success Factors Turnaround Principles	CSF 1: Academic Performance Strengthen the District's Instructional Program	CSF 2: Use of Quality Data to Drive Instruction Use Data to Inform Instruction	CSF 3: Leadership Effectiveness Provide Strong Leadership	CSF 4: Increase Learning Time Effective Use of the School Day & Learning Time	CSF 5: Family and Community Engagement Ongoing Family and Community Engagement	CSF 6: School Climate Improve School Environment	CSF 7: Teacher Quality Ensure Effective Teachers
<p>The following success factors are foundational elements within the Texas Turnaround Framework and will serve as key component areas in 2013-2014 district improvement planning. Critical Success Factors (CSF) are grounded in evidence based research and address practical areas for implementing improvement efforts.</p>	<p>Academic performance is the foundational critical success factor. By focusing on data driven instruction that targets the use of ongoing monitoring of instruction, we will increase performance for all students. Curricular alignment both horizontally and vertically is a critical component of this CSF.</p>	<p>The use of quality data to drive instruction emphasizes data disaggregation and ongoing communication of data to improve student learning outcomes. A focus of this CSF is utilizing data to drive instruction.</p>	<p>Leadership effectiveness targets the need for leadership on the campus to exercise operational flexibility and the effective use of data and resources. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.</p>	<p>Increased learning time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities, and staff collaborative planning time. This CSF also confirms as a requisite, an instructionally focused calendar.</p>	<p>Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.</p>	<p>School climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.</p>	<p>Teacher quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. A locally developed appraisal and evaluation system informs personnel decisions in order to ensure quality teaching and learning.</p>
<p>DISTRICT INITIATIVES</p>	<ul style="list-style-type: none"> • Curriculum Calendar • Weekly District Data Monitoring Meetings • Weekly Campus Data Monitoring Meetings • District Curriculum • Instructional Coaching (Cathy Jones) 	<ul style="list-style-type: none"> • Renaissance STAR Enterprise Assessments • Tejas Lee • District Formative Assessments • District Benchmarks • Discipline Data • State Assessment Data 	<ul style="list-style-type: none"> • Administrator Book Studies • Administrator Meetings that are data-driven • Campus operational flexibility • Administrator coaching and training 	<ul style="list-style-type: none"> • Student Intervention Pullouts • Before & After School Tutoring and Enrichments • Student Camps • Increased Learning Time in Master Schedules 	<ul style="list-style-type: none"> • Proactive communication • PTO's • Family Nights • Home Visits • SHAC 	<ul style="list-style-type: none"> • Character Education • Enrichment Programs 	<ul style="list-style-type: none"> • Ongoing PD in Math/ELA • Embedded Instructional Coaching • Data Meetings • Planning Sessions • Ongoing PD in all subject areas

MPISD CORE VALUES



VISION STATEMENT: MOUNT PLEASANT ISD WILL BE THE PREMIER COLLEGE AND CAREER-FOCUSED DISTRICT IN THE STATE OF TEXAS AND WILL PREPARE ALL STUDENTS FOR SUCCESS AFTER HIGH SCHOOL GRADUATION.



MISSION STATEMENT: MPISD WILL PROVIDE DATA-DRIVEN INSTRUCTION THAT IS DIFERENTIATED FOR ALL STUDENTS EVERY DAY IN EVERY CLASSROOM. STUDENTS WILL GRADUATE EQUIPPED WITH THE KNOWLEDGE AND SKILLS TO REACH THEIR DREAMS IN COLLEGE OR THEIR CHOSEN CAREER FIELD.



MOUNT PLEASANT ISD TEACHER EXPECTATIONS

- MPISD teachers will treat all students with dignity and respect at all times.
- MPISD teachers will align instruction with the District curriculum and State standards.
- MPISD teachers are expected to know who their students are (including special program participants when applicable), and what their needs are.
- MPISD teachers are expected to know where their students are academically (progress monitoring). Students are expected to make academic progress each year.
- MPISD teachers are expected to differentiate instruction to meet the diverse needs of each student (intervention, remediation, and acceleration/extension).
- MPISD teachers are expected to be present and prepared daily.
- MPISD teachers are expected to comply with the District Employee Handbook at all times.
- MPISD teachers are expected to be positive ambassadors for the District at all times.
- MPISD teachers are expected to engage in professional development activities each year.
- MPISD teachers are expected to communicate with their teaching peers in a professional manner at all times.
- MPISD teachers are expected to provide quality customer service to parents, students, and community.

COMPREHENSIVE NEEDS ASSESSMENT

BRICE LEVEL 2 PASSING PERCENTAGES STAAR

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
READING 3 RD ENGLISH	72%	74%	+2%
MATH 3 RD	69%	68%	-1%
READING 3 RD SPANISH	-	67%	-
READING 4 TH ENGLISH	69%	75%	+6%
MATH 4 TH	65%	75%	+10%
WRITING 4 TH ENGLISH	72%	69%	-3%
READING 4 TH SPANISH	-	-	-
WRITING 4 TH SPANISH	-	-	-

CORPREW LEVEL 2 PASSING PERCENTAGES STAAR

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
READING 3 RD ENGLISH	76%	44%	-32%
MATH 3 RD	51%	38%	-13%
READING 3 RD SPANISH	71%	45%	-26%
READING 4 TH ENGLISH	33%	58%	+25%
MATH 4 TH	10%	19%	+9%
WRITING 4 TH ENGLISH	30%	48%	+18%
READING 4 TH SPANISH	43%	56%	+13%
WRITING 4 TH SPANISH	29%	52%	+23%

FOWLER LEVEL 2 PASSING PERCENTAGES-STAAR

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
READING 3 RD ENGLISH	74%	69%	-5%
MATH 3 RD	74%	78%	+4%
READING 3 RD SPANISH	90%	83%	-7%
READING 4 TH ENGLISH	61%	69%	+8%
MATH 4 TH	61%	55%	-6%
WRITING 4 TH ENGLISH	55%	61%	+6%
READING 4 TH SPANISH	40%	74%	+34%
WRITING 4 TH SPANISH	13%	47%	+34%

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
READING 3 RD ENGLISH	82%	86%	+4%
MATH 3 RD	76%	78%	+2%
READING 3 RD SPANISH	71%	75%	+4%
READING 4 TH ENGLISH	63%	83%	+20%
MATH 4 TH	57%	80%	+23%
WRITING 4 TH ENGLISH	70%	85%	+15%
READING 4 TH SPANISH	69%	75%	+6%
WRITING 4 TH SPANISH	77%	74%	-3%

SIMS LEVEL 2 PASSING PERCENTAGES-STAAR

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
SCIENCE 5 TH	63%	53%	-10%
READING 6 TH	65%	78%	+13%
MATH 6TH	68%	85%	+17%

WALLACE LEVEL 2 PASSING PERCENTAGES-STAAR

MPJH LEVEL 2 PASSING PERCENTAGES-STAAR

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
READING 7 TH	79%	73%	-6%
MATH 7 TH	72%	69%	-3%
WRITING 7 TH	68%	67%	-2%
SOCIAL STUDIES 8 TH	60%	64%	+4%
SCIENCE 8 TH	74%	66%	-8%

MPHS LEVEL 2 PASSING PERCENTAGES-STAAR EOC

SUBJECT	LAST YEAR	THIS YEAR	CHANGE
ALGEBRA	70%	76%	+6%
BIOLOGY	75%	90%	+15%

MPISD PRIORITIES AND GOALS

- Increase Bilingual Student Performance in All Subject Areas, All Grades.
- Increase ESL Student Performance in All Subject Areas, All Grades.
- All Campuses will receive Accountability Rating of “Met Standard” in 2014-2015.
- Increase Title 1, Part A Student Performance in Science.
- Increase Special Education Student Performance in Science.
- Increase Special Education Student Performance in Reading.
- Increase Special Education Student Performance in Writing.
- Increase Migrant Student Performance in Math.
- Increase Migrant Student Performance in Reading.
- Increase LEP Not Served Student Performance in Math.
- Increase LEP Not Served Student Performance in Science.
- Increase LEP Not Served Student Performance in Writing.
- Increase Student Performance on SAT/ACT Assessments.

Q1: POST VISIT-SUMMER ACTIONS TAKEN TO DATE

Q2: AUG-DEC

Q3: JAN-MAR

Q4: APR-JUNE

The district has hired a BE/ESL Director. Training is underway and has been scheduled for the Gomez/Gomez model for next year (May/June/August). LPAC training has been scheduled with the Region 8 ESC. Student data analysis in academics and growth is underway. Administrators have received ELPS training from the Region 8 ESC. All principals will participate this summer in a book study of Classroom Instruction That Works for ELL Students. Training for LPAC members has been implemented to ensure appropriate services for students are provided.

GOAL: All BE/ESL students will demonstrate growth on the MOY assessments and on formative assessments. Conduct student level review to identify trends/needs in leavers. Ensure procedures and safeguards are in place to reduce the number of leavers.

GOAL: All BE/ESL students will demonstrate growth on the MOY assessments and on formative assessments.

GOAL: All BE/ESL students will demonstrate growth on the state assessments and be on grade level in local assessments.

INTERVENTIONS BY QUARTER

**Q1: POST VISIT-SUMMER
ACTIONS TAKEN TO DATE**

Q2: AUG-DEC

Q3: JAN-MAR

Q4: APR-JUNE

<p>The district is in the process of updating its RTI plan through the district-level RTI committee. This committee will meet this summer and finalize the plan. Teachers across the district have attended training in balanced literacy to help them plan and execute differentiated instruction. A plan is in place to implement a district-wide screening and progress monitoring program that will screen and track the effectiveness of interventions and the district plans to purchase a district-wide researched-based screening and progress monitoring tool for use in PK-12 in reading and math at the May board meeting.</p>	<p>GOAL: All students will be screened at the BOY and appropriate interventions will be provided. Students will show growth. Teachers will know who their students are, where they are academically, and what to do about it.</p>	<p>GOAL: All students will be screened at the BOY and appropriate interventions will be provided. Students will show growth. Teachers will know who their students are, where they are academically, and what to do about it.</p>	<p>GOAL: All students will be screened at the BOY and appropriate interventions will be provided. Students will show growth. Teachers will know who their students are, where they are academically, and what to do about it.</p>
	<p>INTERVENTION 1: Identify and convene RTI committee district-wide.</p>	<p>INTERVENTION 1: Identify and convene RTI committee district-wide.</p>	<p>INTERVENTION 1: Identify and convene RTI committee district-wide.</p>
	<p>INTERVENTION 2: Administer Screening instrument BOY, MOY, EOY.</p>	<p>INTERVENTION 2: Administer Screening instrument BOY, MOY, EOY.</p>	<p>INTERVENTION 2: Administer Screening instrument BOY, MOY, EOY.</p>
	<p>INTERVENTION 3: Provide researched-based interventions that are data-driven.</p>	<p>INTERVENTION 3: Provide researched-based interventions that are data-driven.</p>	<p>INTERVENTION 3: Provide researched-based interventions that are data-driven.</p>
	<p>INTERVENTION 4: Conduct regular data meetings with teachers to ensure student response to interventions.</p>	<p>INTERVENTION 4: Conduct regular data meetings with teachers to ensure student response to interventions.</p>	<p>INTERVENTION 4: Conduct regular data meetings with teachers to ensure student response to interventions.</p>
	<p>INTERVENTION 5: Train teachers in the use of the RTI program. Monitor student progress at the campus and district levels.</p>	<p>INTERVENTION 5: Train teachers in the use of the RTI program. Monitor student progress at the campus and district levels.</p>	<p>INTERVENTION 5: Train teachers in the use of the RTI program. Monitor student progress at the campus and district levels.</p>
	<p>INTERVENTION 6: Monitor teacher implementation of interventions through the use of walkthroughs with feedback.</p>	<p>INTERVENTION 6: Monitor teacher implementation of interventions through the use of walkthroughs with feedback.</p>	<p>INTERVENTION 6: Monitor teacher implementation of interventions through the use of walkthroughs with feedback.</p>
	<p>INTERVENTION 7: Implement procedures and safeguards at the secondary campuses to ensure that students are not withdrawing. Engage students and families in a proactive manner to provide resources to ensure a successful completion of high school.</p>	<p>INTERVENTION 7: Monitor the process at the district level through the use of data talks and student leaver data. Intervene as necessary.</p>	<p>INTERVENTION 7: Monitor the process at the district level through the use of data talks and student leaver data. Intervene as necessary.</p>

Q1: POST VISIT-SUMMER
ACTIONS TAKEN TO DATE

Q2: AUG-DEC

Q3: JAN-MAR

Q4: APR-JUNE

<p>The district has conducted a needs assessment based on the previous year’s state data that has driven professional development. Needs assessment meetings with teachers have identified many needs for professional development. In the campus targeted plans, many training initiatives have started, including balanced literacy, and ELPS. Work has started on a district professional development calendar based on the needs of campuses and teachers gleaned from student data. The District has hired an Instructional Coach to work with teachers to ensure implementation of targeted instruction and interventions.</p>	<p>GOAL: All students will be screened at the BOY and appropriate interventions will be provided. Students will show growth. Teachers will know who their students are, where they are academically, and what to do about it.</p>	<p>GOAL: All students will be screened at the BOY and appropriate interventions will be provided. Students will show growth. Teachers will know who their students are, where they are academically, and what to do about it.</p>	<p>GOAL: All students will be screened at the BOY and appropriate interventions will be provided. Students will show growth. Teachers will know who their students are, where they are academically, and what to do about it.</p>
	<p>INTERVENTION 1: Identify and convene RTI committee district-wide.</p>	<p>INTERVENTION 1: Identify and convene RTI committee district-wide.</p>	<p>INTERVENTION 1: Identify and convene RTI committee district-wide.</p>
	<p>INTERVENTION 2: Administer Screening instrument BOY, MOY, EOY.</p>	<p>INTERVENTION 2: Administer Screening instrument BOY, MOY, EOY.</p>	<p>INTERVENTION 2: Administer Screening instrument BOY, MOY, EOY.</p>
	<p>INTERVENTION 3: Provide researched-based interventions that are data-driven.</p>	<p>INTERVENTION 3: Provide researched-based interventions that are data-driven.</p>	<p>INTERVENTION 3: Provide researched-based interventions that are data-driven.</p>
	<p>INTERVENTION 4: Conduct regular data meetings with teachers to ensure student response to interventions with points of emphasis in CTE, SPED, and CORE content areas.</p>	<p>INTERVENTION 4: Conduct regular data meetings with teachers to ensure student response to interventions with points of emphasis in CTE, SPED, and CORE content areas.</p>	<p>INTERVENTION 4: Conduct regular data meetings with teachers to ensure student response to interventions with points of emphasis in CTE, SPED, and CORE content areas.</p>
	<p>INTERVENTION 5: Provide collaborative planning time for teachers in CTE, SPED, and CORE content areas and ensure they are using this time for planning effective and differentiated instruction.</p>	<p>INTERVENTION 5: Provide collaborative planning time for teachers in CTE, SPED, and CORE content areas and ensure they are using this time for planning effective and differentiated instruction.</p>	<p>INTERVENTION 5: Provide collaborative planning time for teachers in CTE, SPED, and CORE content areas and ensure they are using this time for planning effective and differentiated instruction.</p>

INTERVENTION 1: Administer BOY Reading and Math tests.

INTERVENTION 1: Examine data from MOY Reading and Math tests.

INTERVENTION 1: Examine data from EOY Reading and Math tests.

<i>INTERVENTION 2: Provide Sheltered Instruction training for the District and continued LPAC training. Audit and monitor LPAC decisions and implementation of services.</i>	INTERVENTION 2: Monitor implementation of Sheltered Instruction training through the use of walkthroughs with feedback. Audit and monitor LPAC decisions and implementation of services.	INTERVENTION 2: Monitor implementation of Sheltered Instruction training through the use of walkthroughs with feedback. Audit and monitor LPAC decisions and implementation of services.
<i>INTERVENTION 3: Audit student placements to ensure that all ELLs are properly placed.</i>	INTERVENTION 3: Provide data-driven interventions based on MOY assessments. Progress monitor students.	INTERVENTION 3: Continue data-driven interventions based on MOY assessments. Progress monitor students.
<i>INTERVENTION 4: Conduct program effectiveness review.</i>	INTERVENTION 4: Conduct data visits with every teacher based around student growth from BOY to MOY.	INTERVENTION 4: Conduct data visits with every teacher based around student growth from BOY to EOY.
<i>INTERVENTION 5: Monitor instruction through the use of walkthroughs with feedback.</i>	INTERVENTION 5: Monitor instruction through the use of walkthroughs with feedback.	INTERVENTION 5: Monitor instruction through the use of walkthroughs with feedback.
<i>INTERVENTION 6: Provide data-driven interventions based on BOY assessments. Progress monitor</i>	INTERVENTION 6: Provide data-driven interventions based on MOY assessments. Progress monitor	INTERVENTION 6: Provide data-driven interventions based on MOY assessments. Progress monitor