



Vivian Fowler Campus Improvement Plan 2019 - 2020

Every Child Has Every Chance to Learn

Date Approved by MPISD Board of Trustees: October 28, 2019

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MISSION

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

VISION

Every child has every chance to learn.

Fowler Campus Site Base Committee

Principal: Cindy Davis
Assistant Principal: Cristy Nolen
Counselor: Debra Williamson

NAME	POSITION
Veronica Cuevas	Teacher
Lisa Belcher	Teacher
Deborah Lunsford	Teacher
Jennifer Rivera	Teacher
Nathaly Saldana	Teacher
Sheila Eddy	Special Programs Teacher
Debra Williamson	Counselor
Monica Graves	Teacher
Zena Lawrence	Parent Representative
	Community Representative
	Business Representative
Shirley Peterson	District 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
204: Title IV	Federal	313: IDEA B Special Ed	Federal
205: Head Start	Federal	314: IDEA B Special Ed Pre-school	Federal
211: Title 1 Part A	Federal	397: Advanced Placement Incentive	State
212: Title 1 Part C Migrant	Federal	410: EMAT	State
240: Food Service	Federal	427: Pre-K	State
244: Vocational Ed Basic	Federal	461: Principals	Local
255: Title II Part A	Federal	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

Critical Success Factors

Critical Success Factors

1. Improve Academic Performance
2. Increase the Use of Quality Data to Drive Instruction
3. Increase Leadership Effectiveness
4. Increased Learning Time
5. Increase Family and Community Engagement
6. Improve School Climate
7. Improve Teacher Quality



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
 - Are 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, Vivian Fowler will increase our passing rate by 5% or higher in all categories. Additionally, Vivian Fowler will continue to provide the dual language program to students and will increase our ELL population by 5% on state assessments. Vivian Fowler will also increase our advanced level performing students and educate all students on career and college opportunities through Fowler College.

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.

Previous Year's Data	Reading/ELA			Mathematics			Writing		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	<u>203</u>	<u>163</u>	80	<u>203</u>	<u>177</u>	87	<u>97</u>	<u>69</u>	71
Asian	<u>3</u>	<u>3</u>	100	<u>3</u>	<u>3</u>	100	<u>1</u>	<u>1</u>	100
African American	<u>32</u>	<u>23</u>	72	<u>32</u>	<u>26</u>	81	<u>11</u>	<u>6</u>	55
Hispanic	<u>153</u>	<u>125</u>	82	<u>153</u>	<u>136</u>	89	<u>75</u>	<u>53</u>	71
White	<u>9</u>	<u>8</u>	89	<u>9</u>	<u>7</u>	78	<u>8</u>	<u>7</u>	88
Islander	<u>1</u>	<u>1</u>	100	<u>1</u>	<u>1</u>	100	<u>1</u>	<u>1</u>	100
Two or More Races	<u>5</u>	<u>3</u>	60	<u>5</u>	<u>4</u>	80	<u>1</u>	<u>1</u>	100
ECD	<u>174</u>	<u>136</u>	78	<u>174</u>	<u>155</u>	89	<u>85</u>	<u>59</u>	69
Special Education	<u>22</u>	<u>14</u>	64	<u>22</u>	<u>16</u>	73	<u>10</u>	<u>5</u>	50
LEP/ELL	<u>120</u>	<u>96</u>	80	<u>120</u>	<u>108</u>	90	<u>60</u>	<u>41</u>	68
Last Year's Data	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	<u>175</u>	<u>136</u>	78	<u>175</u>	<u>154</u>	88	<u>98</u>	<u>67</u>	68
Hispanic	<u>136</u>	<u>111</u>	82	<u>136</u>	<u>124</u>	91	<u>72</u>	<u>51</u>	71
Asian	<u>2</u>	<u>2</u>	100	<u>2</u>	<u>2</u>	100	<u>2</u>	<u>2</u>	100
African American	<u>24</u>	<u>16</u>	67	<u>24</u>	<u>18</u>	75	<u>18</u>	<u>10</u>	56
White	<u>7</u>	<u>3</u>	43	<u>7</u>	<u>6</u>	86	<u>2</u>	<u>2</u>	100
Two or More Races	<u>6</u>	<u>4</u>	67	<u>6</u>	<u>4</u>	67	<u>4</u>	<u>2</u>	50
ECD	<u>140</u>	<u>105</u>	75	<u>140</u>	<u>119</u>	85	<u>78</u>	<u>53</u>	68
LEP/ELL	<u>108</u>	<u>87</u>	81	<u>108</u>	<u>99</u>	92	<u>59</u>	<u>45</u>	76
Special Education	<u>15</u>	<u>6</u>	40	<u>15</u>	<u>8</u>	53	<u>9</u>	<u>1</u>	11



SECTION 5

MEASURABLE GOALS

Measurable Goals

FOR STUDENT GROUPS WHO NEED IMPROVEMENT IN ORDER TO ACHIEVE PASSING RATE

STAAR Passing Percentage Goals			
POPULATION	MATH	READING	WRITING
All Students	Fowler will increase students passing to 93%	Fowler will increase students passing to 83%	Fowler will increase students passing to 73%
Native American	**	**	**
Asian	**	**	**
African American	Fowler will increase students passing to 80%	Fowler will increase students passing to 72%	Fowler will increase students passing to 61%
Hispanic	Fowler will increase students passing to 96%	Fowler will increase students passing to 87%	Fowler will increase students passing to 76%
White	**	**	**
2+ Races	**	**	**
Economically Disadv.	Fowler will increase students passing to 90%	Fowler will increase students passing to 80%	Fowler will increase students passing to 73%
Special Ed	Fowler will increase students passing to 58%	Fowler will increase students passing to 45%	**
LEP	Fowler will increase students passing to 97%	Fowler will increase students passing to 80%	Fowler will increase students passing to 81%

*** student group does not have more than 15 students*



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** Provide safe and disciplined environment on all campuses along with appropriate behavior management programs (*District Goal IV*)

Long Range Goals

Goal I Improve the academic performance for all students

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 Accountability: To ensure student achievement by				
1. increasing student attendance rate to 97% through continual monitoring of the attendance rate (CSF: 4)	Principal, Assistant Principal	2019 - 2020	Fund: 199 General Eschool+, Mizuni, State Guidelines	Ongoing attendance checks
2. increasing student STAAR Met Standard levels in all subjects by 5% with the use of benchmark and prior state assessment data (Title I: 3, 4, 6, 8, 9, 10) (CSF: 1)	Principal, Teachers	2019 - 2020	Fund: 262 Title I Part A Benchmark Assessments, TEKS Resource System, 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 (Title I: 3, 4, 8, 9, 10)	Principal, Teachers	2019 - 2020	Fund: 199 General Benchmark Assessments, TEKS Resource System, 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	2019 - 2020	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 (Title I: 2, 9)	Assessment Director, Campus Testing Coord, Principal	2 nd – 3 rd Grading Periods	Fund: 262 Title I Part A DMAC, Mizuni	Improved data access, data use, and STAAR scores
2. using DMAC to monitor student progress towards learning goals (Title I: 2, 9) (CSF: 2)	Principal, Assistant Principal, Counselor, Teachers	Weekly	Fund: 199 General 262: Title I Part A DMAC	Campus and District benchmarks, STAAR, Renaissance
Objective 3 Classroom Monitoring: To ensure the fidelity of classroom instruction by				
1. using TTESS observation instrument (Title I: 3)	Principal, Assistant Principal, Leadership Team	2019 - 2020	Fund: 199 Contract Maint DMAC	Improved and unified walk-through process
2. targeting 20 documented classroom visits per week and providing teacher feedback after each documented classroom visit (Title I: 3) (CSF: 3)	Principal, Assistant Principal	Weekly	Fund: 199 General DMAC	Improved student behavior/d performance, teacher performance, and communication
Objective 4 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	Deputy Superintendent,	2019 - 2020	Fund: 199 General	Successful communication

School Center for current information, and data warehouse by Mizuni parent portal (Title I: 6) (CSF: 5)	Technology Director, Principal		Mizuni, HAC, MPISD Webpage	between school and home
Objective 5 Compensation: To ensure hiring and retention of highly qualified teachers by				
1. providing additional compensation to 1) teachers who further their education by receiving a Master's degree, (Title I: 5)	Superintendent, Business Manager, HR Director	August 2019	Fund: 262 Title I Part A Stipends	Attracting and retaining highly qualified teachers
Objective 6 Compensatory Ed: To ensure that all students' educational needs are met by				
1. identifying and monitoring at-risk students (Title I: 2)	Principal, Teachers	2019 - 2020	Fund: 199 State Comp Ed Total FTE's = 3 Salaries = 83,909.77 Contract Ser = 0 Supplies = 0 Other = 0 Total campus funds =83,909.77	Review students' progress to determine if campus supplemental programs are effective
2. improving the pre-referral process using the Rtl (Response to Intervention), focusing on Tier One instructional practices and progress monitoring in each subject area and grade level (Title I: 2, 4, 9, 10)	Instructional Services, Special Ed Director, Principal	2019 - 2020	Fund: 199 General IEP+, Eschool +, Mizuni, Instructional Specialists, Planning time	Ongoing process
3. scheduling regular Rtl meetings to discuss interventions for at-risk students (Title I: 2, 4, 9, 10)	Principal, Rtl team, Teachers	Monthly or as needed	Fund: <i>See Objective 6, Strategy 1</i> DMAC, Mizuni, mCLASS, Rtl Notebook	Improved grades and benchmarks, Progress updates
4. identifying and serving dyslexia students with research based reading interventions through Rtl process (Title I: 2, 4, 9, 10)	Deputy Superintendent, Principal, Dyslexia Teachers, Teachers	2019 - 2020	Fund: <i>See Objective 6, Strategy 1</i> 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 (Title I: 2, 3, 4)	Superintendent, Principal	Daily	Fund: 199 General TEKS Resource System	Improved student academic achievement, Classroom observations
2. providing differentiated instruction (Title I: 2, 3,4, 9)	Instructional Services, Principal, Teachers	Daily	Fund: 199 General Profess development, Instructional Specialist	Increased student self esteem and student achievement
3. implementing National Elementary Honor Society for 4th grade students who achieve academic excellence and demonstrate responsibility (Title I: 2, 9)	Principal, Counselor, Teachers	2019 - 2020	Fund: 199 General Elementary National Honor Society Guidelines, Guest speakers, Supplies	Feedback from teachers/staff, students, parents, and community,

				Completion of program
4. providing weekly, grade-level planning time to share/discuss curriculum issues, student assessments, and student performances (Title I: 2, 3, 4, 9, 10) (CSF: 7)	Principal, Assistant Principal, Lead teachers	Weekly	Fund: 199 General Curriculum units, YAGs, mCLASS, DMAC	Benchmarks, Formatives, Renaissance, STAAR
Dropout Prevention: To increase dropout identification by				
1. identifying potential dropout students as early as possible (Title I: 2, 9, 10)	Principal, Counselor, Teachers	2019 - 2020	Fund: 199 General DMAC, Mizuni	Attendance, Benchmarks, STAAR, Counselor, Discipline, & Grading Period Reports
2. tracking attendance and identifying patterns from K – 4 th (Title I: 2, 9, 10)	Principal, Attendance Clerk	2019 - 2020	Fund: 199 General Mizuni, eSchool+	Daily attendance checks
Objective 9 NCLB: To ensure academic success for all students by				
1. maintaining ratio of 22:1 on all K-4 classes by reducing class-sizes	HR Director, Principal	2019 - 2020	Fund: 255 Title II Part A Federal Guidelines	NCLB Compliance, Class sizes under 22
Objective 10 Special Programs: To ensure that all students' educational needs are met by				
1. implementing yearly new requirements for migrant student identification and funding (Title I: 2, 3, 4, 5)	Director of State and Federal Programs, NGS Specialist, Campus Migrant Aide	2019 - 2020	Fund: 212 Title I Part C Professional development Federal Guidelines	Accurate student identification, Compliance with requirements
2. identifying and serving all migrant priority of service students (Title I: 2, 3, 4, 5)	Director of State and Federal Programs, NGS Specialist, Campus Migrant aide	2019 - 2020	Fund: 212 Title I Part C Federal Guidelines	Improved academic achievement
3. providing an approved ELL language plan consistently throughout the district to better prepare immigrant students for mainstream classes (Title I: 2, 3, 4, 9, 10)	Director of Bilingual/ESL, Principal	2019 - 2020	Fund: 263 Title III LEP Federal/State Guidelines	Successful program implementation, Student achievement
4. providing a comprehensive ESL/Bilingual Program (Title I: 2, 3, 4, 9,10)	Director of Bilingual/ESL, Principal	2019 - 2020	Fund: 263 Title III LEP	Student achievement, Increased TELPAS and STAAR scores
5. providing a comprehensive program for Gifted and Talented students (Title I: 2, 3, 4, 9,10)	Deputy Superintendent, Principal, Teachers	2019 - 2020	Fund: 199 Cont Services Region 8, Salaries, Supplies, Travel	Student Achievement
6. 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	2019 - 2020	Fund: 313 IDEA B SPED	Improved student achievement
7. providing a program for the Education of Homeless Children and Youth (Title I: 2, 9, 10)	District Homeless Liaison	2019 - 2020	Fund: 270 Title VI Rural & Low Income	Effective program, Student success
Objective 11 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	2019 - 2020	Fund: 199 General 262 Title 1	Successful operations; monthly needs assessment from technician
Objective 12 Technology Program: To ensure all students are proficient in grade level technology applications by				
1. providing K – 4 technology programs (Title I: 2, 3, 4, 9, 10)	Instructional Services, Principal	2019 - 2020	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. (Title I: 2, 3, 4, 10) (CSF: 6)	Deputy Superintendent, Principal	August 2019	Fund: 199 General PBIS Curriculum, Professional Development	All teachers trained, Improved student behavior & performance
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." (Title I: 2, 10)	Deputy Superintendent, Counselor	1st 6 Weeks 2019	Fund: 199 General Professional Development	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 (Title I: 3)	Principal, Assistant Principals	Checkpoints every 3 weeks	Fund: 199 General	Improved student behavior/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 (Title I: 2, 3, 4, 9, 10)	Instructional Services, Principal, Instructional Leader	2019 - 2020	Fund: 199 Instructional Specialists, DMAC, Planning Time	Improved student achievement, and teaching strategies
2. using Instructional leaders for staff development for implementation of district's curriculum (Title I: 3, 4)	Deputy Superintendent/Curriculum Director, Principal	2019 - 2020	Fund: 199 General Supplies	Feedback: Instructional Specialists, Principals,

				Retention of highly qualified teachers
3. providing 20 hours of staff development during in-service days and throughout the year (Title I: 3)	Deputy Superintendent/Curriculum Director	2019 - 2020	Fund: 199 General Professional Development	Feedback: Instructional Specialists, Principal, and teachers
4. 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. (Title I: 3, 4)	Principal	1st 6 weeks 2019	Fund: 199 General Employee Resources	Completion of Professional Goals
5. maintaining monthly staff meetings which will focus on improved instruction, team building activities, and development of a healthy staff (Title I: 2, 3, 4, 9, 10)	Principal, Assistant Principal	August 2019	Fund: 199 General 416 Principal Cafeteria services, Motivational materials, Supplies	Feedback from teachers/staff
Objective 4 Highly Qualified: To maintain highly qualified staff by				
1. providing educational and purposeful professional development opportunities (Title I: 3, 4)	Instructional Services, Principal	2019 - 2020	Funds: 255 Title 2A 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	2019 - 2020	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 (Title I: 3, 4)	Deputy Superintendents, Instructional Services	August 2019	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 security and administration procedures (Title I: 3, 4)	Assessment Director, Campus Testing Coord	2019 - 2020	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 (Title I: 3, 4)	Principal	2019 - 2020	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 (Title I: 3, 4)	Principal	2019 - 2020	Fund: 199 General Federal/State Guidelines	Successful completion
3. assisting staff with professional growth identified in the Star Chart along with targeting SBEC standards (Title I: 3, 4)	Principal	2019 - 2020	Fund: 199 General State Guidelines	Completion of Star Chart

Goal III Provide safe and disciplined environment on all campuses along with appropriate behavior management programs

Strategy	Staff Responsible	Timeline	Resources	Evaluation
Objective 1 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 (Title I: 2, 3, 4)	Deputy Superintendent, Principal, Counselor	2019 - 2020	Fund: 199 General BASC II Assessments, Supplies	Effective behavior management program
2. providing counselor 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. (Title I: 2, 3, 4, 9)	Deputy Superintendent, Principal, Counselor	2019 - 2020	Fund: 199 General State Guidelines	Improved counseling, Student success
3. providing conflict resolution program PBIS on each campus Title I: 2, 3, 4, 9)	Deputy Superintendent, Principal	September 2019	Fund: 199 General PBIS Curriculum, Planning Time	Reduction in student discipline, Increased student self-esteem
4. providing conflict resolution program for parents of students with discipline referrals. (Title I: 6)	Principal	2019 - 2020	Fund: 199 General PBIS	Increased parent involvement
5. providing the conflict resolution program on all four elementary campuses (Title I: 2, 3, 4)	Deputy Superintendent, Principal, Counselor	2019 - 2020	Fund: 199 General PBIS	Improved student discipline
6. implementing a Guidance Protocol Manual dealing with suicide prevention, violence prevention, dating violence, unwanted physical/verbal aggression, sexual harassment, and bullying in schools (Title I: 2, 10)	Deputy Superintendents	August 2019	Fund: 199 General State Guidelines	Increased awareness
Objective 2 Security and Security: To increase safety by				
1. providing proximity locks on all district buildings	Deputy Superintendent, Maintenance Director	2019 - 2020	Fund: 199 General Maintenance	Installment completion
2. installing security cameras	Deputy Superintendent, Maintenance Director	2019 - 2020	Fund: 199 General Maintenance, Supplies	Installment completion
3. installing effective and efficient visitor screening	Deputy Superintendent, Principals	2019 - 2020	Fund: 199 General V-soft Technology	Students and staff safety
4. providing an emergency notification system to notify parents and community of emergency situations (Title I: 6, 10)	Superintendent, Deputy Superintendent, Technology Director	2019 - 2020	Fund: 199 General 262 Title II	Effective response to emergencies
5. continuing use of radios for all administrators and custodial staff	Principal	2019 - 2020	Fund: 199 General Radios, chargers	Use of radios, Increased awareness and safety
6. providing ID photo badges for all staff and wearing them daily	Principal, Office staff	2019 - 2020	Fund: 199 General Badges, Lanyards	Staff wearing badges daily, Increased awareness and safety

7. requiring all visitors to sign in at the front office. All visitors must wear name tags while on campus.	Principal, Office staff	2019 - 2020	Fund: 199 General Name tags, Sign-in forms	All visitors with name tags, Increased awareness and safety
Objective 3 Safety Audits: To ensure proper safety procedures by				
1. conducting safety audits at all sites in compliance with Senate Bill II (Title I: 10)	Deputy Superintendent, MPISD Police Chief	2019 - 2020	Fund: 199 General Federal/State Guidelines, MPISD Police Officers	Effective audits Senate Bill II compliance
Objective 4 Safety Training: To ensure student, staff, and parent safety by				
1. conducting safety crisis drills (Title I: 10)	Deputy Superintendent, MPISD Police Chief	Twice per year	Fund: 199 General Federal/State Guidelines, MPISD Police Officers	Effective training



SECTION 7









SURVEY

VIVIAN FOWLER EL Summary Report



Overall Rating: Exemplary

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

	Fine Arts	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	8.47
	Wellness & Physical Education	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	9.07
	Community and Parental Involvement	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	9.01
	21st Century Workforce Development	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	9.32
	2nd Language Acquisition	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	9.16
	Digital Learning Environment	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	9.03
	Dropout Prevention	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	9.41
	Gifted & Talented Programs	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Recognized	<input checked="" type="checkbox"/> Exemplary	8.71