



Mount Pleasant High School Campus Improvement Plan

2020-2021
Every Child Has Every Chance to Learn

Date Approved by MPISD Board of Trustees: October 26, 2020

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.

TABLE of CONTENTS

| |
|--|
| MPISD Mission and Vision Statement |
| Site Base Committee |
| SECTION 1: Funding |
| SECTION 2: Critical Success Factors |
| SECTION 3: Title 1 Components for Schoolwide Program |
| SECTION 4: Comprehensive Needs Assessment |
| SECTION 5: Measurable Goals for AEIS |
| SECTION 6: Long Range Goals |
| SECTION 7: Surveys |

MISSION

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

VISION

Every child has every chance to learn.

MPHS Campus Site Base Committee

Principal: Craig Bailey

Assistant Principal: Cudahy Harmon

Assistant Principal: Jason Adams

Assistant Principal: Kelli Glenn

Assistant Principal: Jonathan Cardenas

Assistant Principal/CTE: Karl Whitehurst

| NAME | POSITION | NAME | POSITION |
|----------------|--------------------------|--------------------------|------------------|
| Leanne Blalock | Teacher – Social Studies | Jerilyn Goolsby | Counselor |
| Lindy Merriman | Teacher – English | | ESL |
| Theo Lockett | Teacher – Fine Arts | Business Representative | Keith Sisk |
| John Whitten | Teacher – CTE | Community Representative | |
| Anna Deciga | Teacher – Math | District Representative | Marty Newman |
| Tammie Tigert | Teacher – Science | Parent Representative | Shirley Peterson |
| Echo Johnson | Administrative | Student Representative | Reid Pinckard |



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, MPHS will increase our passing rate by 5% or higher in all categories. MPHS will continue to create a schedule that allows flexibility in providing interventions to that need without creating barriers for those that need enrichment. By providing these interventions, MPHS will continue to improve in all subpopulations and increase our percentage of advanced level STAAR results 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. Students will receive multiple forms of support for transitioning to their chosen path after high school. Parents must be welcomed as partners.

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | |
|-------------------|-------------|------------|-------|-------------|------------|-------|----------------|------------|-------|------------|------------|-------|
| | Tested | Appr | Appr% | Tested | Appr | Appr% | Tested | Appr | Appr% | Tested | Appr | Appr% |
| All Students | <u>885</u> | <u>579</u> | 65 | <u>404</u> | <u>373</u> | 92 | <u>344</u> | <u>339</u> | 91 | <u>385</u> | <u>359</u> | 93 |
| Native American | <u>5</u> | <u>3</u> | 60 | <u>0</u> | <u>0</u> | 0 | <u>1</u> | <u>1</u> | 100 | <u>1</u> | <u>0</u> | 0 |
| Asian | <u>5</u> | <u>4</u> | 80 | 3 | 0 | 0 | <u>7</u> | <u>5</u> | 71 | <u>2</u> | <u>0</u> | 0 |
| African American | <u>96</u> | <u>58</u> | 60 | <u>53</u> | <u>44</u> | 83 | <u>34</u> | <u>29</u> | 85 | <u>44</u> | <u>37</u> | 84 |
| Hispanic | <u>616</u> | <u>389</u> | 63 | <u>261</u> | <u>244</u> | 93 | <u>259</u> | <u>234</u> | 90 | <u>262</u> | <u>244</u> | 93 |
| White | <u>156</u> | <u>119</u> | 76 | <u>77</u> | <u>73</u> | 95 | <u>73</u> | <u>70</u> | 96 | <u>73</u> | <u>72</u> | 99 |
| Islander | <u>1</u> | <u>1</u> | 100 | <u>0</u> | <u>0</u> | 0 | 0 | 0 | 0 | <u>0</u> | <u>0</u> | 0 |
| Two or More Races | <u>6</u> | <u>5</u> | 83 | <u>9</u> | <u>8</u> | 89 | 0 | 0 | 0 | 3 | 0 | 0 |
| ECD | <u>592</u> | <u>371</u> | 63 | <u>303</u> | <u>275</u> | 91 | <u>213</u> | <u>193</u> | 91 | <u>294</u> | <u>269</u> | 91 |
| Special Education | <u>73</u> | <u>10</u> | 14 | <u>32</u> | <u>18</u> | 56 | <u>30</u> | <u>14</u> | 47 | <u>30</u> | <u>22</u> | 73 |
| LEP/ELL | <u>236</u> | <u>96</u> | 41 | <u>163</u> | <u>149</u> | 91 | <u>45</u> | <u>31</u> | 69 | <u>119</u> | <u>107</u> | 90 |



SECTION 5

MEASURABLE GOALS

Measurable Goals

FOR STUDENT GROUPS WHO NEED IMPROVEMENT IN ORDER TO ACHIEVE INCREASE by 5%

| STAAR Passing Percentage Goals | | | | | |
|---------------------------------------|--|---|--|---|---|
| POPULATION | English I | English II | Algebra I | Biology | US History |
| All Students | MPHS will increase students passing to 67% | MPHS will increase students passing to 69 | MPHS will increase students passing to 95% | MPHS will increase students passing to 98% | MPHS will increase students passing to 99% |
| Native American | ** | ** | ** | ** | ** |
| Asian | ** | ** | ** | ** | ** |
| African American | MPHS will increase students passing to 53% | MPHS will increase students passing to 66% | MPHS will increase students passing to 84% | MPHS will increase students passing to 89% | MPHS will increase students passing to 99% |
| Hispanic | MPHS will increase students passing to 66% | MPHS will increase students passing to 67% | MPHS will increase students passing to 97% | MPHS will increase students passing to 98% | MPHS will increase students passing to 98% |
| White | MPHS will increase students passing to 84% | MPHS will increase students passing to 83% | MPHS will increase students passing to 97% | MPHS will increase students passing to 100% | MPHS will increase students passing to 101% |
| 2+ Races | ** | ** | ** | ** | ** |
| Economically Disadv. | MPHS will increase students passing to 65% | MPHS will increase students passing to 67% | MPHS will increase students passing to 94% | MPHS will increase students passing to 96% | MPHS will increase students passing to 99% |
| Special Ed | MPHS will increase students passing to 20% | MPHS will increase students passing to 18% | MPHS will increase students passing to 61% | MPHS will increase students passing to 78% | MPHS will increase students passing to 68% |
| LEP | MPHS will increase students passing to 55% | MPHS will increase students passing to 4346 | MPHS will increase students passing to 96% | MPHS will increase students passing to 95% | MPHS will increase students passing to 87% |



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 technological hardware and software to increase effectiveness of student learning, instructional management, staff development, and administration (*District Goal III*)

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

- Goal V 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 |
|--|---|---|---|---|
| Objective 1 Accountability: To ensure student achievement by | | | | |
| 1. increasing student attendance rate to 97% through continual monitoring of the attendance rate (NCLB: 5) | Superintendent, Principal, Assistant Principals | Daily | 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 (NCLB: 2,4) (Title I: 3,4,6,8,9,10) | Deputy Superintendent, Instructional Services, Principal, Teachers | 2020-2021 | 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) | Deputy Superintendent, Instructional Services, Principal, Teachers | 2020-2021 | 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 | 2020-2021 | 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 | 2 nd – 3 rd Grading Periods | DMAC, Mizuni | Improved data access & use, & STAAR scores |
| 2. using DMAC to monitor student progress towards learning goals (NCLB: 5) (Title I: 2, 9) | Assessment Director, Curriculum Director, Principal, Assistant Principals, Counselors, Teachers | Weekly | Fund: 199 General DMAC | District benchmarks, DMAC STAAR |
| Objective 3 Classroom Monitoring: To ensure the fidelity of classroom instruction by | | | | |
| 1. using the TTESS Observation Instrument (Title I: 3) | Principal, Assistant Principals, Leadership Teams | 2020-2021 | Fund: 199 Contract Main DMAC | Improved & unified walk-through process |
| 2. targeting 20 documented classroom visits per week by principal and assistant principals (Title I: 3) | Principal, Assistant Principals | Weekly | Fund: 199 General DMAC | Improved student behavior & performance, teacher performance, & communication |
| Objective 4 Collaborative Team Planning: To ensure campus teams are meeting and planning collaboratively and successfully by | | | | |
| 1. requiring teams to complete weekly records (Title I: 3) | Principal | Weekly | Planning Time | Records checked |

Goal I Improve the academic performance for all students

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|--|---|---------------------------|--|--|
| Objective 4 Collaborative Team Planning: To ensure campus teams are meeting and planning collaboratively and successfully by (Cont) | | | | |
| 2. visiting teachers' classrooms at least once every three weeks to guide the instructional process by Principals /Assistant Principals (NCLB: 3) (Title I: 3) | Instructional Services, Principal, Assistant Principals | Checkpoints every 3 weeks | Fund: 199 General | Improved student behavior & performance, teacher performance, & communication |
| Objective 5 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) | Deputy Superintendents, Director of State and Federal Programs, Principal, Teachers | 2020-2021 | Fund: 199 State Comp Ed Total FTE's = 9.740 Salaries = 604,490 Contract Services= 0 Supplies = 25,590 Other = 900 Total funds = 630,980 | Review students' progress to determine if campus supplemental programs are effective |
| 2. providing a self-paced program giving students opportunities for credit recovery at DAEP - Discipline Alternative School so all students graduate (NCLB: 1, 2, 5) (Title I: 2, 9,10) | Superintendent, Deputy Superintendent, Principal | 2020-2021 | Fund: 199 State Comp Ed Total FTE's = 6.875 Salaries = 370,885 Contract Services = 985 Supplies = 18,450 Other = 3,575 Total funds = 393,865 | Review students' progress & success rates on STAAR, students accrual of credits |
| 3. 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 (NCLB: 1, 5) (Title I: 2, 4, 9, 10) | Instructional Services, Special Ed Director, Principal | 2020-2021 | Fund: 199 General IEP+, eSchool+, Mizuni, Planning time | Ongoing process |
| 4. scheduling regular Rtl meetings to discuss interventions for at-risk students (NCLB: 1, 5) (Title I: 2, 4, 9, 10) | Principal, Rtl team, Teachers | Monthly or as needed | Fund: <i>See Objective 5, Strategy 1</i> DMAC, Mizuni, Rtl Notebook | Improved grades & benchmarks, Progress updates |
| 5. identifying and serving dyslexia students with research based reading interventions through Rtl process (NCLB: 1, 5) (Title I: 2, 4, 9, 10) | Deputy Superintendent, Dyslexia Coordinator, Principal, Dyslexia Teachers | 2020-2021 | Fund: <i>See Objective 5, Strategy 1</i> Take Flight curriculum | Teacher referral, Review identified students reading scores to determine program effectiveness |
| Objective 6 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, Deputy Superintendents, Instructional Services | Daily | Fund: 199 General TEKS Resource | Improved student academic achievement, Classroom observations |

Goal I Improve the academic performance for all students

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|---|----------------------|---|--|
| Objective 6 Curriculum and Instruction: To ensure that all students' educational needs are met by (Cont) | | | | |
| 2. providing differentiated instruction (NCLB: 2, 3,4, 5) (Title I: 2, 3, 4, 9) | Instructional Services, Principal | Daily | Fund: 199 General Professional development, Team Leaders | Increased student self esteem & 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 Principal, Dept Heads | Weekly | Fund: 199 General Curriculum units, DMAC | Benchmarks, STAAR |
| Objective 7 Dropout Prevention: To increase Completion Rate I (w/o GED) to 93.0% by | | | | |
| 1. identifying potential dropout students as early as possible (NCLB: 1, 4, 5) (Title I: 2, 9, 10) | Deputy Super, Instructional Services, Principal, Counselors, Teachers | Every Grading Period | Fund: 199 General DMAC, Mizuni, eSchool+, Collaboration between departments | Attendance, Benchmarks, STAAR, Counselor, Discipline, & Grading Period Reports |
| 2. tracking attendance and identifying patterns (NCLB: 5) (Title I: 2, 9, 10) | Deputy Super, Principal, Attend Clerks | 2020-2021 | 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 Superintendents, Counselors | Grading Periods | Fund: 199 General Planning Time | Improved Attendance |
| Objective 8 Highly Qualified: To ensure hiring and retention of highly qualified teachers by | | | | |
| 1. providing additional compensation to 1) teachers who further their education by receiving a Masters degree, 2) Dept Heads (NCLB: 3) (Title I: 5) | Superintendent, Business Manager, HR Director | August 2015 | Stipends | Attracting & retaining highly qualified teachers |
| Objective 9 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 | 2020-2021 | Fund: 255 Title II Part A Federal Guidelines | NCLB Compliance |
| Objective 10 Professional Development: 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 | 2020-2021 | Fund: 199 General Team Leaders, DMAC, Planning Time | Improved student achievement & teaching strategies |
| 2. providing a variety of professional development models: individual, small group, whole group (NCLB: 3) (Title I: 3, 4, 5) | Instructional Services | 2020-2021 | Fund: 199 General Team 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 | 2020-2021 | Fund: 255 Title II Part A 263 Title III LEP Curriculum, DMAC, Planning Time | Improved student achievement |

| | | | | |
|--|-----------------------|-----------|----------------------------|--|
| 4. using Team members for campus staff development for implementation of district's curriculum (NCLB: 3) (Title I: 3,4) | Deputy Superintendent | 2020-2021 | Fund: 199 General Supplies | Feedback from principals, Retention of highly qualified teachers |
|--|-----------------------|-----------|----------------------------|--|

Goal I Improve the academic performance for all students

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|--|---|------------------|--|---|
| Objective 10 Professional Development: To ensure that all students' educational needs are met by (Cont) | | | | |
| 5. providing College Board training for all Pre-AP and AP teachers in the 4 core areas (Title I: 2) | Deputy Superintendent, Principal | 2020-2021 | Fund: 199 General Supplies | Improved student achievement, Improved teaching strategies |
| 6. providing 20 hours of staff development during in-service days and throughout the year (NCLB: 3) (Title I: 3, 4) | Deputy Superintendent, Principal | 2020-2021 | Fund: 199 General Professional Development | Feedback principals, teachers |
| 7. 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 2015 | Fund: 199 General Employee Resources/DMAC | Professional Goals completion |
| 8. maintaining monthly staff meetings which will focus on improved instruction, team building activities, and staff development (NCLB: 1, 5) (Title I: 2, 3, 4, 9, 10) | Principal, Assistant Principal | August 2015 | Fund: 199 General 416 Principal Cafeteria services, Motivational materials, Supplies | Feedback from teachers/ staff |
| 9. providing educational and purposeful professional development opportunities to maintain highly qualified staff (NCLB: 3) (Title I: 3, 4) | Instructional Services | 2020-2021 | Funds: 255 Title 2A 263 Title 3 LEP | Improved teacher performance & student achievement |
| 10. 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, Principal | August 2015 | Fund: 255 Title II Part A | Feedback from new & veteran teachers, & principals |
| 11. providing training in testing security and administration procedures (NCLB: 3) (Title I: 3, 4) | Assessment Director, Campus Testing Coord | 2020-2021 | Fund: 199 General TEA, Region 8, Federal/ State Guidelines | Limited or no testing incidents |
| Objective 11 Special Programs: To ensure that all students' educational needs are met by | | | | |
| 1. providing accelerated courses meeting College Readiness Standards by offering a comprehensive Pre-AP and AP program at in all 4 core courses (Title I: 2) | Superintendent, Deputy Superintendent, Principal | 2020-2021 | Fund: 199 General College Board, AP & Pre-AP Curriculum | Increased enrollment, Commended and AP scores |
| 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 | 2020-2021 | Fund: 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 | 2020-2021 | Fund: 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) | Principal, Bilingual/ESL Director | 2020-2021 | Fund: 263 Title III LEP Federal/State Guidelines | Successful implementation of program; Student achievement |
| 5. providing an approved ELL language plan and refining instruction for the "Newcomers' Center" to better prepare immigrant students for mainstream classes (NCLB: 2, 3, 5) (Title I: 2, 3, 4, 9, 10) | Director of State and Federal Programs, Principal, Bilingual/ESL Director | 2020-2021 | Fund: 263 Title III LEP Federal/State Guidelines | Successful implementation of program; Student achievement |
| 6. providing a comprehensive ESL Program (NCLB: 2, 3, 4, 5) (Title I: 2, 3, 4, 9, 10) | Director of State and Federal Programs, Principal, Bilingual/ ESL Director | 2020-2021 | Fund: 263 Title III LEP | Student achievement, Increased TELPAS and TAKS/STAAR scores |
| 7. providing a comprehensive Gifted and Talented Program for (NCLB: 3, 4, 5) (Title I: 2, 3, 4, 9, 10) | Deputy Superintendent, Principal, AP teachers | 2020-2021 | Fund: 199 Cont Services Region 8 Salaries, Supplies, Travel | Student Achievement |
| 8. integrating CTE and academics into the high school system by using the 10 Key School Improvement Practices (NCLB: 5) (Title I: 2, 3, 4, 10) | Deputy Superintendent, Principal, CTE Director, Teachers | 2020-2021 | Funds: 243 CTE 244 CTE HSTW Professional development, SREB Contracted Services, State Guidelines, Travel | Increased TAKS/STAAR scores, Improved student achievement |
| 9. integrating general education and special education instructional services in order for students to perform at their maximum potential (Title I: 2, 3, 4, 10) | Deputy Superintendent, Instructional Services, Special Ed Director, Principal | 2020-2021 | Funds: 313 IDEA B SPED | Improved student achievement |
| 10. providing pregnancy related services for pregnant students to adjust and stay in school, such as: counseling, health, governmental- community assistance, transportation, CEHI, child care, case management, and parenting/nutrition courses (NCLB: 5) (Title I: 2, 9, 10) | CTE Director | 2020-2021 | | Documentation indicating services were rendered, Student success |
| 11. providing the Education of Homeless Children and Youth Program (NCLB: 5) (Title I: 2, 9, 10) | District Homeless Liaison | 2020-2021 | Fund: 270 Title VI R & L Income | Effective program, Student success |
| 8. providing counseling services to identified students | Principals, Director of Students | 2020-2021 | Fund 204 Title IV NextStep | Discipline reports Documentation indicating services |

Goal II Provide creative and Innovative professional development in instruction and administration based on student performance

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|----------------------------------|------------------------------|--|--|
| Objective 1 Behavior Management: o ensure that all teachers are knowledgeable in conflict and MPISD procedures by | | | | |
| 1. providing annual training in conflict resolution, PBIS. Train all new staff yearly. Previously trained staff will continue to be updated at the beginning of each school year. (NCLB: 3) (Title I:2,3,4,10) | Deputy Superintendent, Principal | August 2020 | Fund: 199 General PBIS Curriculum | All teachers trained; Improved student behavior & performance |
| 2.providing updates and training during first six weeks of school for all counselors/administrators, including suicide prevention, violence prevention, dating violence, unwanted physical/verbal aggression, sexual harassment, and bullying in schools. (NCLB: 4) (Title I: 2, 10) | Deputy Superintendent | 1 st 6 weeks 2020 | Fund: 199 General Profession Development | Increased awareness |
| Objective 2 Collaborative Team Planning: To ensure campus teams are meeting and planning collaboratively and successfully by | | | | |
| 1. visiting teachers' classrooms at least once every three weeks to guide the instructional process (NCLB: 3) (Title I: 3) | Principals, Assistant Principals | Checkpoints every 3 weeks | Fund: 199 General | Improved student behavior/ performance, teacher performance, & communication |
| Objective 3 Communications: To ensure all administrators, teachers, and support personnel are trained in communications by | | | | |
| 1. investigating available training opportunities | Public Information Officer | 2020-2021 | Fund: 199 General | Suitable trainings |
| Objective 4 Curriculum and Instruction: To ensure that all students' educational needs are met by | | | | |
| 1. providing staff development in differentiated instruction (NCLB: 3) (Title I: 2, 3, 4, 9, 10) | Instructional Services | 2020-2021 | Fund: 199 General Gomez & Gomez Model, Professional Development, DMAC, Planning Time | Improved student achievement & teaching strategies |
| 2. providing a variety of professional development models: individual, small group, whole group (NCLB: 3) (Title I: 3, 4, 5) | Instructional Services | 2020-2021 | Fund: 199 General Professional Development | Increased student achievement |
| 3. assisting teachers in analyzing student data in order to improve student performance (NCLB: 3) (Title I: 3,4) | Instructional Services | 2020-2021 | Fund: 255 Title II Part A 263 Title III LEP,TEKS Resource, DMAC, Planning Time | Improved student achievement |
| 4. using Leadership Teachers for campus staff development for implementation of district's curriculum (NCLB: 3) (Title I: 3,4) | Principals | 2020-2021 | Fund: 199 General Supplies | Feedback from principals & teachers |

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

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|-------------------|----------|-----------|------------|
| Objective 4 Curriculum and Instruction: To ensure that all students' educational needs are met by (Cont) | | | | |

| | | | | |
|---|---|------------------|---|--|
| 5. providing College Board training for all Pre-AP and AP teachers in the 4 core areas (Title I: 2) | Deputy Superintendent, Wallace, JH, & HS Principals | 2020-2021 | Fund: 199 General Professional Development Supplies | Improved student achievement & teaching strategies |
| 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) | Principals | 1st 6 weeks 2020 | Fund: 199 General Employee Resources/First Class | Professional Growth Action Plan completion |
| 7. maintaining monthly staff meetings focusing on improved instruction, team building activities, and staff development (NCLB: 1, 5) (Title I: 2, 3, 4, 9, 10) | Principals | 2020-2021 | Fund: 199 General 416 Principal Cafeteria services, Supplies | Feedback from teachers/ staff |
| 8. providing Region 8 ESC services (Title I: 10) | Superintendent | 2020-2021 | Funds: Region 8 Contracted Services 199 Bilingual/ELS Core Curriculum Curriculum Devel Gifted & Talented 263 Title 3 LEP | Effective & efficient services |

Objective 5 Highly Qualified: To maintain highly qualified staff by

| | | | | |
|---|------------------------|-----------|--|--|
| 1. providing educational, purposeful, and effective professional development opportunities (NCLB: 3) (Title I: 3, 4) | Instructional Services | 2020-2021 | Funds: 199 General 212 Migrant 255 Title 2A 263 Title 3 LEP | Improved teacher performance & student achievement |
|---|------------------------|-----------|--|--|

Objective 6 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 | 2020-2021 | Funds: 212 Title I Part C Federal Guidelines | Improved teacher performance & student achievement |
|---|--|-----------|--|--|

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

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|---|--|
| Objective 8 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: district and campus procedures-MPISD Employee Handbook, TTESS, Bully and Sexual Harassment, Special Ed/504 confidentiality overview, AESOP, Technology Usage Agreement, Outlook email, and public information (NCLB: 3) (Title I: 3, 4) | Deputy Superintendent | August 2015 | | Feedback from new & veteran teachers, & principals |
| Objective 9 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 Coordinators | 2020-2021 | Fund: 199 General TEA, Region 8, & State Guidelines | Limited or no testing incidents |
| Objective 10 Technology: To ensure all teachers use current instructional strategies and effectively integrate technology across the curriculum by | | | | |

| | | | | |
|--|------------------------------------|-----------|---|---------------------------|
| 1. requiring the completion of the Professional Goals including the technology professional development component based on Star Chart needs (NCLB: 3) (Title I: 3, 4) | Superintendent, Principals | 2020-2021 | Fund: 199 General Federal/State Guidelines, Employee Resources/DMAC | 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) | Deputy Superintendent, Principals | 2020-2021 | 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 | 2020-2021 | Fund: 199: General State Guidelines | Star Chart completion |

Goal III Provide technological hardware and software to increase effectiveness of student learning, instructional management, staff development, and administration

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|--|--|-----------|--|---|
| Objective 1 Communication: To facilitate 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, District Technicians | 2020-2021 | Fund: 199 General Mizuni, HAC, MPISD Webpage | Successful communication between school and home |
| Objective 2 District Technology Task Force Committee: To ensure communication occurs regarding campus needs between campuses and district by | | | | |
| 1. meetings every 2 months of the District Technology Task Force (Title I: 4) | Technology Director | 2020-2021 | Fund: 199 General Meeting Time, Campus Needs Lists, Supplies | Records campus/district needs, Improved communication |
| 2. gathering input, generating, and compiling required district surveys about technology needs | Instructional Services, Technology Director | 2020-2021 | Fund: 199 General Survey Monkey, Supplies | Technology needs |
| Objective 3 Professional Development: To ensure that all students' educational needs are met by | | | | |
| 1. requiring the completion of their Professional Goals including the technology professional development component based on Star Chart needs to effectively integrate technology across the curriculum (NCLB: 3) (Title I: 3, 4) | Superintendent, Principal | 2020-2021 | Fund: 199 General Federal/State Guidelines, Employee Resources/First Class | 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 to effectively integrate technology across the curriculum (NCLB: 3) (Title I: 3, 4) | Deputy Superintendent, Principal | 2020-2021 | Fund: 199 General Federal/State Guidelines | Successful completion |

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|---|--|-----------|---|--|
| 3. assisting staff with professional growth identified in the Star Chart along with targeting SBEC standards to effectively integrate technology across the curriculum (NCLB: 3) (Title I: 3, 4) | Instructional Services, Principal | 2020-2021 | Fund: 199 General State Guidelines, CORE Team | Completion of Star Chart |
| Objective 4 Technology Program: To ensure all students are proficient in grade level technology applications by | | | | |
| 1. providing a comprehensive Technology Program campuses (Title I: 2, 3, 4, 9, 10) | Instructional Services, Technology Director, Principal | 2020-2021 | Fund: 199 General Federal/State Guidelines | Student achievement, Technology proficiency |
| Objective 5 Technology: To ensure all students and staff have current technology | | | | |
| 1. maintaining and upgrading hardware and software regularly (Title I: 2, 10) | Technology Director, District Technicians, Principal, Campus Technicians | 2020-2021 | Fund: 199 General 211 Title 1 | Successful operations of campus technology; monthly needs assessment from technician |
| 2. increasing computers in all labs and classrooms, including in the new Testing Center | Technology Director, District Technicians, Principal, Campus Technicians | 2020-2021 | Fund: 199 General 211 Title 1 | Successful operations of campus technology |

Goal IV 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 counselors (NCLB: 4) (Title I: 2, 3, 4) | Deputy Superintendent, Counselors | 2020-2021 | Fund: 199 General BASC II Assessments, Supplies | Effective behavior management program |
| 2. testing each new DAEP student with a Pre and Post Behavior Alternative Education Assessment (NCLB: 4) (Title I: 2) | Counselors | 2020-2021 | Fund: 199 General Assessments | Effective behavior management program |
| 3. 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 | 2020-2021 | Fund: 199 General State Guidelines | Improved counseling, Student success |
| 4. providing conflict resolution program "Nine Essential Skills for Love and Logic Classroom" (NCLB: 4) (Title I: 2, 3, 4, 9) | Deputy Superintendent, Principal | September 2020 | Fund: 199 General Planning Time | Reduction in student discipline, Increased student self-esteem |
| 5. providing conflict resolution program for parents of students with discipline referrals. (NCLB: 4) (Title I: 6) | Principal | 2020-2021 | Fund: 199 General PBIS Curriculum | Increased parent involvement |
| 6. implementing a Guidance Protocol Manual dealing with suicide prevention, violence prevention, dating violence, | Deputy Superintendents | August 2021 | Fund: 199 General State Guidelines | Increased awareness |

| | | | | |
|---|-----------------------------------|------------------|---|---|
| unwanted physical/verbal aggression, sexual harassment, and bullying in schools (NCLB: 4) (Title I: 2, 10) | | | | |
| Objective 2 Professional Development: 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. (NCLB: 3) (Title I: 2, 3, 4, 10) | Deputy Superintendent, Principals | August 2021 | Fund: 199 General PBIS Curriculum, Professional Development | All teachers trained, Improved student behavior & performance |
| 2. providing updates/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 | 1st 6 Weeks 2021 | Fund: 199 General Professional Development | Increased awareness |

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

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|--|---|
| Objective 3 Safety and Security: To increase safety by | | | | |
| 1. providing proximity locks on all campus buildings (NCLB: 4) | Deputy Superintendent, Maintenance Director | 2020-2021 | Fund: 199 General Maintenance | Installation completion |
| 2. installing security cameras as needed (NCLB: 4) | Deputy Superintendent, MPISD Police Chief, Maintenance Director | 2020-2021 | Funds: 199 General Maintenance, Supplies | Installation completion |
| 3. continuing effective and efficient visitor screening (NCLB: 4) | Deputy Superintendent, Principals | 2020-2021 | Fund: 199 General V-soft Technology | Students/staff safety |
| 4. monitoring traffic flow and making necessary adjustments, such as: speed bumps, mobile radar speed sign | MPISD Police Chief, MPISD Police Officers | 2020-2021 | Fund: 199 General MPISD Police Officers | Increased safety |
| 5. providing an emergency notification system to notify parents and community of emergency situations (NCLB: 4) (Title I: 6, 10) | Superintendent, Deputy Superintendent, Technology Director | 2020-2021 | Fund: 199 General | Effective response to emergencies |
| 6. continuing use of radios for all administrators and custodial staff (NCLB: 4) | Principal | 2020-2021 | Fund: 199 General Radios, chargers | Use of radios, Increased awareness & safety |
| 7. providing ID photo badges for all staff and wearing them daily (NCLB: 4) | Principal, Office staff | 2020-2021 | Fund: 199 General Badges, Lanyards | Staff wearing badges daily, Increased awareness & safety |
| 8. requiring all visitors to sign in at the front office and wear name tags while on campus (NCLB: 4) | Principal, Office staff | 2020-2021 | Fund: 199 General Name tags, Sign-in forms | All visitors with name tags, Increased awareness & safety |

Objective 4 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 |
|--|--|-------------------|---|--------------------|

Goal V Prepare all students for campus and career/college transitions

| Strategy | Staff Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|---|--|
| Objective 1 Articulation Agreements: To ensure MPHS student success for transition from school to career by | | | | |
| 1. providing articulation agreements for advanced Tech Prep credit, working with area colleges and universities (NCLB: 5) (Title I: 2, 10) | CTE Director, Principal | 2020-2021 | Fund: 244 Vocational | Increased Tech Prep credit |
| Objective 2 Career Assessments: To ensure student success by | | | | |
| 1. providing on-line career assessments, Naviance (Title I: 2, 10) | Principal, CTE Director, Campus Testing Coord. | Nov 2021 | Fund: 244 Vocational Naviance | Student preparation for career choices |
| Objective 3 Career Counselor: To ensure MPHS student success for transition from school to career by | | | | |
| 1. providing a career counselor to work specifically with students in preparation for higher education/work force (NCLB: 5) (Title I: 2, 10) | Superintendent, Business Manager, Deputy Superintendents, Principal, CTE Director | 2020-2021 | Fund: 243 Vocational Tech Prep 244 Vocational | Increased student job placement, college enrollment, certifications, & Tech Prep credit |
| Objective 4 Curriculum Choices: To ensure students understand and make informed curriculum choices by | | | | |
| 1. providing MPHS Career Guidance Manual, including Achieve Texas pathways, along with MPHSS and MPHS counselor guidance for all students in grades 8– 12 (NCLB: 5)(Title I: 2,10) | Principal, Counselors | Spring 2020 | Fund: 243 Vocational 752 Print Shop Supplies | Increased awareness of course selections, Counselor guidance |
| Objective 5 Higher Ed: To ensure student success for transition from school to career by | | | | |
| 1. providing information about higher education admissions and financial aid opportunities (NCLB: 5) (Title I: 2, 10) | Counselors | 2020-2021 | Fund: 199 General State Guidelines | Increased student awareness in grades 5-12 |
| 2. providing information about TEXAS grant program and Teach for Texas program (NCLB: 5) (Title I: 2, 10) | Counselors | 2020-2021 | Fund: 199 General State Guidelines | Increased student awareness in grades 5-12 |



SECTION 7









SURVEY

MOUNT PLEASANT H S Summary Report



Overall Rating: Recognized

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

| | | | | | | |
|--|---|---------------------------------------|-------------------------------------|--|------------------------------------|-------------|
|  | Fine Arts | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 7.72 |
|  | Wellness & Physical Education | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 6.75 |
|  | Community and Parental Involvement | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 7.13 |
|  | 21st Century Workforce Development | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 7.55 |
|  | 2nd Language Acquisition | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 7.32 |
|  | Digital Learning Environment | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 6.6 |
|  | Dropout Prevention | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 7.44 |
|  | Gifted & Talented Programs | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Acceptable | <input checked="" type="checkbox"/> Recognized | <input type="checkbox"/> Exemplary | 5.85 |