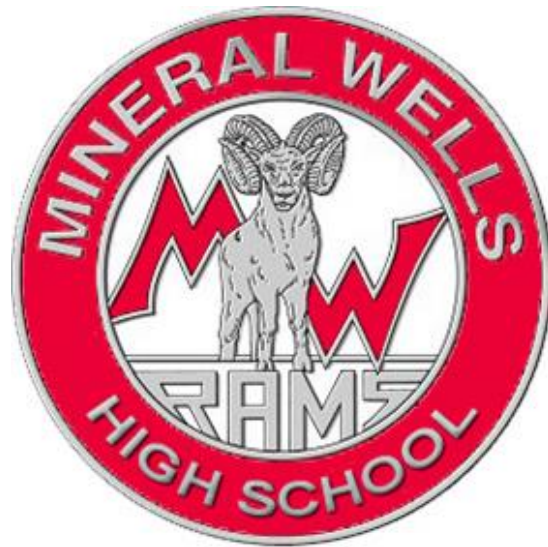


Mineral Wells Independent School District
Mineral Wells High School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Mineral Wells High School met standard for the 2016 accountability measurements, with all four indexes exceeding state target scores. Post secondary Readiness, Index 4, is the strongest area with an index score of 80 and grew two points over the previous year. A Distinction Designation was earned for Postsecondary Readiness. Both Index 2 and Index 3 resulted in increases in scores from the previous year. Index 1, Student Achievement, generated a score of 71, which was a decrease of 4 points from the previous year.

Student Achievement Strengths

Social Studies and Science EOC passing rates are the highest for the campus for all subgroups. Hispanic students passed Science at 88% and Social Studies at 91%, African American students at 71% for Science and 79% for Social Studies, and white students at 84% for Science and 93% for Social Studies. Economic disadvantaged students passed Science at 85% and Social Studies at 90%. while social studies passing rates were at 89% and 75% for Eco. Dis. and ELL.

Student Achievement Needs

Special education passing rates fall below state standards in 3 of the 4 EOC tested subjects. Also, passing rates for Economic Disadvantaged for Reading was 55% and 61% for Math, while ELL passing rate for Reading was 26%.

An area the campus will continue to focus on will be increasing students exceeding progress calculation. All students should be challenged through rigorous curriculum and differentiated instruction and reflected on state testing results.

While one Distinction was earned for the campus, more students need to score beyond state standard in the exceeding progress range. The number of students achieving at a high level on state testing, AP exams, and ACT/SAT testing needs to increase.

School Culture and Climate

School Culture and Climate Summary

A focus of the campus continues to be creating a culture of self-discipline and responsibility for students. More steps are being taken to implement a system using positive reinforcements and restorative discipline strategies. Positive results are evidence through a decrease in discretionary assignments to DAEP, less suspensions, and fewer office referrals.

School Culture and Climate Strengths

A Positive Behavior Interventions and Supports system has been implemented. A committee of staff created a reward system for positive reinforcements and rewards for each six weeks period.

The transition to the special education program BASE from the previously used BEST program provides greater structure and support for implementation. A certified special education teacher works full time in this program with the assigned students.

Administrators have developed a system for alternative consequences to avoid suspensions, ISS, and DAEP assignments. Increased communications with parents, coordination with counselors, and the Special Education Lead Teacher help to individualize student discipline plans.

School Culture and Climate Needs

Improvement of implementation of procedures is needed for:

- BASE program system of rewards and consequences;
- Teacher implementation of Behavior Intervention Plans for mainstreamed special education students;
- Teacher implementation of Behavior Intervention Plans for Life Skills special education students; and
- Restorative procedures in classrooms and office to decrease out-of-class consequences and loss of instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus continues to work on the designing of engaging lesson to propel student engagement into the exceeds category for teacher performance and appraisals.

Curriculum, Instruction, and Assessment Strengths

Teachers continue to learn and develop in daily PLC meetings, the use of STAAR4ward resources, and a variety of feedback opportunities through walk-throughs, instructional rounds, and modeling.

Curriculum, Instruction, and Assessment Needs

Levels of rigor in curriculum for all students continues to be an area of need throughout each department. An increase in engagement, critical thinking, and student expectations and performance will continue to be a major focus for all teachers.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals






Goal 1: Increase student achievement for all subgroups to meet or exceed the state passing standard.

Performance Objective 1: Increase EOC passing rates for Special Education, English Language Learners, Economic Disadvantaged, and African American students to state standard of 60%.

Evaluation Data Source(s) 1: Campus Report Card for EOC exams.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	Apr	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Read 180 program	Reading teacher, ESL aide, English teachers, assistant principals, principal	Reading assessments administered through program				
Funding Sources: General Fund - 199 - \$17000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Math lab remediation and reinforcement	Math teacher, para professional, assistant principal, principal	Grade reports, completed assignments checkpoints, benchmarks, student engagement				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) ESL para professional assigned to ELL students	Assistant principal, teachers, principal	Weekly class monitoring, 3 week and 6 week grade reports, checkpoints, benchmarks				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 4) Curriculum checkpoints	TALS, assistant principal, principal	Student achievement meets standard				

<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Writing across the curriculum</p>	<p>All staff, TALS, assistant principal, principal</p>	<p>Lesson plans, learning activities, writing samples</p>				
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) The campus will explore implementation of Mega Lunch to allow remediation and tutorial time during the school day.</p>	<p>TALS, assistant principals, counselors, principal</p>	<p>Increased passing rates for grade reports and checkpoints</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: Increase of students meeting and exceeding progress as measured by Index 2 of the State Accountability System.

Performance Objective 1: 50% of students in all subgroups measured by Index 2 will meet or exceed progress.

Evaluation Data Source(s) 1: Campus Card for EOC Exams

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Administer valid checkpoints of taught objectives throughout the year.</p>	TALS, assistant principal, instructional coaches, principal	Student mastery of objectives assessed on checkpoints.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Measurement, recording, and communication of each students' progress for taught objectives</p>	TALS, EOC subject teachers, instructional coaches, assistant principal, principal	Charts, records, conversations with students				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Achieve Distinction Designations by ranking in the top quartile of indicators in campus comparison group.

Performance Objective 1: The campus will achieve at least 3 Distinction Designations for the 2016-2017 school year.

Evaluation Data Source(s) 1: Campus Report Card

Summative Evaluation 1:






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Offer ACT/SAT preparation course</p>	Assigned teacher	Increase in SAT/ACT scores				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Increase rigor of instruction to replicate state EOC exam</p>	All EOC teachers, TALS, instructional coaches, assistant principals, principal	Checkpoint results				
<p>3) The campus will become a TSI administering campus</p>	Go Center Coordinator	Increase in students taking/retaking the TSI exam				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) AP teachers will continue to receive professional development to increase rigor and focus for AP exams</p>	TALS, AP teachers, principal	Increase in AP exam scores				
<p>5) Measurement, recording, and communication of each students' progress for taught objectives</p>	TALS, EOC subject teachers, instructional coaches, assistant principal, principal	Charts, records, conversations with students about results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Rigor of curriculum and instruction will increase to successfully prepare students for state standards, college readiness, and workforce expectations.

Performance Objective 1: Additional opportunities for higher levels of student engagement will be provided for students.

Evaluation Data Source(s) 1: Course selections, clubs and organizations, student involvement, and student performance

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Mar	Apr	June
<p>Critical Success Factors CSF 4 CSF 7</p> <p>1) Increase Project Lead the Way course selections</p>	Counselors, principal	Increase in student participation				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Addition of clubs and activities for extracurricular and Gifted and Talented opportunities to provide relevance to learning, i.e. Science Club, Solar Car Club, Zero Hour</p>	All staff	Increase in student participation				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) Writing across the curriculum will be reinforced.</p>	All teachers	Increased student engagement; writing samples				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) PLC time will be devoted to lesson design and modeling with focus on rigor</p>	TALS, principal	Increased student engagement, student performance on EOC, ACT/SAT, and other assessments of critical thinking				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Read 180 program
1	1	2	Math lab remediation and reinforcement
1	1	3	ESL para professional assigned to ELL students
1	1	4	Curriculum checkpoints
1	1	5	Writing across the curriculum
1	1	6	The campus will explore implementation of Mega Lunch to allow remediation and tutorial time during the school day.
2	1	1	Administer valid checkpoints of taught objectives throughout the year.
2	1	2	Measurement, recording, and communication of each students' progress for taught objectives
4	1	3	Writing across the curriculum will be reinforced.
4	1	4	PLC time will be devoted to lesson design and modeling with focus on rigor

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Read 180 program
1	1	2	Math lab remediation and reinforcement
1	1	3	ESL para professional assigned to ELL students
1	1	4	Curriculum checkpoints
1	1	5	Writing across the curriculum
1	1	6	The campus will explore implementation of Mega Lunch to allow remediation and tutorial time during the school day.
2	1	1	Administer valid checkpoints of taught objectives throughout the year.
2	1	2	Measurement, recording, and communication of each students' progress for taught objectives
4	1	3	Writing across the curriculum will be reinforced.
4	1	4	PLC time will be devoted to lesson design and modeling with focus on rigor

Campus Funding Summary

General Fund - 199					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$17,000.00
Sub-Total					\$17,000.00
Grand Total					\$17,000.00