

Maypearl Independent School District

Maypearl High School

2019-2020 Campus Improvement Plan



Mission Statement

The Mission of Maypearl ISD, a tradition-rich community, is to cultivate the unique potential of all students through innovative education.

Motto

Tradition - Pride - Purpose

Vision

Maypearl ISD, where all learners will embrace their unique potential to excel, serve others, and own their future.

Value Statement

Every student as our 1st priority

Building relationships

Safe, secure environments

Collaboration & teamwork for all

Commitment to excellence

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Priorities	15
Priority 1: Student Growth and Leadership	15
Priority 2: Teaching and Learning Excellence	17
Priority 3: Service and Community	20
Priority 4: Fiscal Responsibilities	22
Priority 5: Future Ready Facilities and Resources	23
Comprehensive Support Strategies	25
RDA Strategies	26
Campus Improvement Plan Advisory Committee	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary for 2018-2019:

Grade 9 82

Grade 10 100

Grade 11 101

Grade 12 86

American Indian 1

Asian 0

African American 5

White 255

Hispanic 57

Two+ Races 6

TOTAL 369

Student Academic Achievement

Student Academic Achievement Summary

Maypearl High School 2018-2019 A-F Rating: B

Student Achievement 88 of 100 B

School Progress 82 of 100 B

Closing the Gaps 77 of 100 C

Distinctions were earned in these areas:

N/A

STAAR Percent at Approaches Grade Level or Above 2018

State Maypearl High School

English 1 64% 76%

English 2 66% 67%

Algebra 1 83% 79%

Biology 86% 91%

U.S. History 91% 91%

School Processes & Programs

School Processes & Programs Summary

One of the most important jobs of the school principal is to obtain, retain and grow quality staff members. The principal works many hours meeting with current staff members to build and maintain relationships and to listen to the needs of the current staff members and to also be sure that they are on board with the current vision, mission and goals of the campus. Jobs are posted as early as possible and a great deal of effort is put forth to find the very best person for each position. A strong partnership exists between the principal, athletic coordinator, athletic director, assistant principals and lead teachers --- all working having a voice in determining the adoption of new staff members.

New Teacher Mentoring Program --- this program is in place to give new teachers extra support. Teachers from MHS serve as mentor teachers and put in extra time observing new teachers to provide non-threatening feedback and also to cover their classes to provide opportunities for the new teachers to observe other teachers. Time is given in the master schedule when possible for the mentor teachers to have time to work with the new teachers. There are several Lunch n Learns throughout the year for teachers in the same curriculum area to work on lesson design and vertical and horizontal alignment with the new TRS curriculum and 1:1. There are also weekly PLC meetings for each department in the core areas and once a month for other departments.

Strong leadership is essential in the areas of Curriculum, Instruction and Assessment in order for a school to be exceptional educational institutions. Administrators and Teachers have spent a great deal of time dissecting the TEKS and EOC Data by analyzing AWARE data. Curriculum groups in each EOC tested area are committed to spending a day analyzing data to determine TEKS to focus on and develop engaging, innovative lessons in those areas.

There is a strong focus on developing engaging lessons that integrate technology and prompt critical thinking and problem solving. Students are challenged to communicate, collaborate and to be creative. Teachers are encouraged to create classrooms that are student-centered and less lecture-based. The assistant principal is very helpful in assisting teachers and students with instructional technology integration.

There is also a focus on relationships with students ---- because students must know that you love them and must trust you in order to volunteer to learn what it is that you are asking them to do as a teacher. "They don't care how much you know until they know how much you care" is a guiding force in our classrooms.

Students are given opportunities to analyze their own learning and growth in certain curriculum areas. Students analyze their assessments and monitor their growth in various areas, especially ones that are Readiness Standards that will be tested on the EOC tests.

We plan to administer the PSAT, PreACT, and ASVAB to all students in October. Each student will take one of these tests, depending on their grade level. Focusing on the importance of these assessments will hopefully translate to higher ACT and SAT scores for our students, and will provide opportunities for students to be recognized on their PSAT.

Content areas have weekly PLC meetings to collaborate and design lessons. Technology Lead Learners and Instructional Lead Learners assist in PLCs and in leading the 1:1 and TRS district initiatives.

The use of technology not only increases student engagement, but also develops appropriate digital citizenship skills, which enable students to productively participate in the changing landscape of the future.

These are ways in which technology is available for students and teachers at MHS:

The district's new 1:1 initiative provides each Maypearl student with a Dell Chromebook for use at school and home.

Every Maypearl teacher has been issued a Dell Laptop and Chromebook.

There is excellent internet connectivity and bandwidth at MHS.

Our learning management system, Google Classroom, provides a way for students and teachers to communicate and collaborate while maintaining a relatively paperless learning environment.

Premium digital resources such as TexQuest databases and Overdrive digital and audio books are available on all student and teacher devices.

The Tech Hub by the library is available for students who need technical assistance. The Hub is staffed by a full-time technology aide.

School Processes & Programs Strengths

Administrators feel strongly that one of the most important jobs is to make sure that teachers have everything that they need to be the very best that they can be in the classroom. Administrators must provide servant leadership when needed, give support when needed with finances, resources and a listening ear. They must strive to be sure that all teachers LOVE coming to work every day, LOVE what they do, and realize the opportunity they have each day to make a difference in the lives of young people. Teachers do not always get what they want, but happy teachers are better teachers so we work hard to be sure teachers feel supported and enjoy their work. Administrators effectively use TTESS to have productive and meaningful conversations with teachers in regards to areas of reinforcement and refinement under a growth mindset.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need teachers with composite certifications to be able to better serve the growing number of students requesting to take advanced level core classes.

Perceptions

Perceptions Summary

The school culture and climate at Maypearl High School is one of High Expectations, Respect, and Trust.

The motto at Maypearl High School is "Tradition-Pride-Purpose." This phrase means that all students and staff members should expect excellence from themselves and from each other in all things. This expectation of excellence is applied to academics, behavior, attitude, work ethic, and how we treat each other.

There is a peaceful, respectful climate at the school that stems from the responsibilities that are placed on the students to do what they are asked to do. Students are given the opportunity to use their personal technology devices in accordance with the district 1:1 initiative, and they are also given the responsibility to use the Legacy Lounge in a productive manner to advance their academics. Students are trusted with these responsibilities and have responded with respect towards administrators and staff.

Perceptions Strengths

School Safety:

- * Full time Police Officer on campus each day who is a strong partner with the administrative team.
- * Controlled access of parking lots during school hours.
- * Access control of building --- all exterior doors locked at all times except for limited access during passing periods for students coming to and from Ag and Athletics.
- * Visitors must buzz in and be seen on video camera before gaining access by the receptionist.
- * Emergency lock-down Barracuda device located in each room.
- * Anti-bullying focus throughout the year with emphasis on positive reinforcement of positive peer interactions as well as an early detection and intervention of peer relationships that are not healthy. All staff have been trained in anti-bullying strategies, with the counselors receiving extra training on interventions and detection.
- * Anti-Drug and Alcohol focus --- especially during Red Ribbon Week.

* Mentors Care (Movement Towards A Future) for at risk students giving one-on-one relationship interventions for over 30 students with Maypearl community adults.

Events/Traditions/Activities:

- * Sports Camps and Player Run Practices (PRPs) throughout the summer for students to train and interact with each other and the Panther coaches.
- * Fish Camp --- Freshman Orientation the week prior to school starting to make sure new students feel comfortable and excited about becoming a Panther.
- * Homecoming -- Spirit Banner Contest, Dress up days, Parade, Homecoming Court including boys and girls from each class, Mums
- * Send-Off Hallway Parade for all sports teams, extra-curricular activities and individuals advancing out of district competition.
- * Veterans Day Observance --- Reception for Veterans, Special hallway parade for veterans with patriotic music, Opportunities for veterans to speak to students, Gifts given to our veteran guests.
- * Many student clubs, groups, UIL activities, etc available for students to find their niche.
- * Life Skills program that is highly integrated into the daily functioning of the school with Partners in PE and Peer Coaching.
- * Daily communication via e-mails, social media, website and marquee.
- * Unified PTO that work together in a spirit of teamwork and togetherness for the benefit of all Panthers. An Extracurricular Executive Board meets quarterly -- which is composed of the director and booster president of each organization and the principal.
- * Mentors Care program with over 30 Maypearl adults serving as mentors for MHS at risk students.
- * Open, honest, respectful communication between administrators and parents.
- * Counselor lead Parent Meetings throughout the year for various reasons to target information and answer questions regarding situations unique to each grade.
- * Open House is held the evening of Fish Camp. It is a night for all students and families to get information about MHS and learn about how they can be involved in and outside of school.
- * Staff hosts "Meet the Teacher" Night in September.
- * Families and community members make floats for the Homecoming parade. Community members also come out to enjoy the parade and support the Panthers.

- * Representatives from MHS host promotional booths at the annual Maypearl Antique Festival
- * Community members are welcomed at our annual Veterans Day Celebration.
- * Sports teams and organizations organize periodic service projects in the community throughout the year.
- * Community members are invited to speak in various classrooms throughout the year in regards to college and career readiness and information.
- * Parents serve on the CIP team.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Priorities

Priority 1: Student Growth and Leadership

Performance Objective 1: In 2019-2020, MHS students will meet the passing standard on at least 85% of tests administered during the school year.

Measures 1: STAAR and TAPR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
Comprehensive Support Strategy Targeted Support Strategy RDA TEA Priorities Improve low-performing schools 1) Student assessment data will be disaggregated for all students and all student groups. Benchmark testing will be used two times a year.	2.4	Teachers Administrators	Disaggregated data				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Campus will provide professional development in research-based areas to improve student achievement, especially students at risk.		Campus Administrators Campus Counselors Campus Instructional Aide	Student progress reports, Benchmark data, interim assessment data				
Funding Sources: 404 - Student Success Initiative - 2500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) MHS will provide individual programs for at-risk students based on student assessment data . These programs will be comprehensive, intense, and accelerated.		Teachers Administrators					
Funding Sources: 199 - General Fund - 250.00							
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 4) All staff will receive training in effective ways of teaching the TEKS, ELPS, and STAAR objectives.	2.4	Teachers, Administrators	Benchmark and interim assessment data				
Funding Sources: 199 - General Fund - 300.00							
TEA Priorities Build a foundation of reading and math 5) MHS will continue a curriculum alignment project for core courses to develop a seamless, challenging curriculum that aligns the ELPS, TEKS, and the STAAR.		Administrators, Teachers, Curriculum & Instruction	Scope and Sequence, Year at a Glance, TRS, Lesson Plans				
TEA Priorities Connect high school to career and college 6) MHS will transition to college readiness standards embedded in TEKS and include ACT college readiness standards.	2.5	HS Counselor, Administrator	College Admissions, ACT Scores, Student Progress Report				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Priority 2: Teaching and Learning Excellence

Performance Objective 1: IN 2019-2020 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.

Measures 1: STAAR, TAPR, A-F Accountability

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools 1) MHS will provide individual programs for at-risk students based on student assessment data. These programs will be comprehensive, intense, and accelerated.</p>		Teachers Instructional paras in SpEd Campus Administrators 504 Coordinator RTI Coordinator	Class schedules, Benchmarks, Passing rates				
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Teachers across curriculum areas will apply writing strategies presented by ELA teachers to support the importance of high quality writing in students. Teachers will employ the assistance of inclusion paras to assist students who need more individualized assistance.</p>	2.4	ELA teachers All teachers using writing in their classrooms SpEd paras Campus Administrators	Higher writing scores (especially in 504 and SpEd)				
<p>3) MHS has active membership in the SHAC that reviews Health Education materials and makes recommendations.</p>	3.1	School Nurse, Counselor, Administrator	SHAC minutes School Board Meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
Targeted Support Strategy TEA Priorities Improve low-performing schools 4) IEP's with priority of assisting students in accessing the general curriculum, will be developed for SE students.	2.6	Principal SE Director SE Campus Coordinator					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Priority 2: Teaching and Learning Excellence

Performance Objective 2: MHS will increase the participation and achievement of students in Advanced Academics.

Measures 2: SAT/ACT participation and scores, Honors participation, Dual Credit participation & success

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) SAT/ACT Review in multiple formats including on-line and No barriers for students wanting to take advanced classes Effective communication about dual credit deadlines and expectations Seniors will create a graduate profile prior to graduation		Campus Counselor Campus Administrators Junior & Senior teachers Honors teachers	Higher Honors, SAT & ACT participation and results More students obtaining dual credits.				
2) MHS maintains a student to teacher ratio of 20:1 in physical education classes.		Administrator Counselor	Campus Schedules				
TEA Priorities Improve low-performing schools 3) MHS will use technology as a tool to supplement learning opportunities as well as track at-risk student progress.	2.6	Technology Director, Counselor, Administrator					



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Priority 3: Service and Community

Performance Objective 1: MHS will hold a minimum of three events with parents, students, and community based organization partners to ensure a safe, drug-free environment on all campuses.

Measures 1: STAAR, TAPR, Agendas, and Sign In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Support the district policy on awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse, (c). Sexting, (d). Dating violence, including enforcement of protective orders, (e). Binge Drinking, (f). Childhood Obesity, (g). Suicide Prevention.	3.2	Principal and Counselors	- District policy - Curriculum and lesson activities - SHAC minutes and presentations - Discipline reports - Alternative campus assignments				
							

Priority 3: Service and Community

Performance Objective 2: Create an environment where 90% of the students feel safe and secure.

Measures 2: - Needs assessment data

- Board reports
- Survey Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
ESF Levers Lever 3: Positive School Culture 1) Create a survey about safety issues to be administered to students during the 3rd six weeks and a follow-up survey to be administered during the 6th six weeks. Use the information to determine what safety issues need to be addressed.		- Principal - Asst. Principals - Security Officers	- Needs assessment data - Board reports - Survey Results				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Priority 4: Fiscal Responsibilities

Performance Objective 1: Efficient use of district resources

Measures 1: Budget Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Use inventory systems to monitor laptop, chromebook, and calculator use for repairs and replacement.		Administration Librarian	Decrease in repairs Decrease in costs Decrease in replacement devices				
2) Work with campus technology to identify needs in the theatre and band departments.		Teachers, Directors, Administrators	Ongoing technology conversations to insure technology needs are addressed and facility is performance ready.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Priority 5: Future Ready Facilities and Resources

Performance Objective 1: Increase technology presence.

- Measures 1:** % increase in courses offered
 % increase in enrollment/participation
 # increase in device to student ratio
 # increase in teachers participating in quality training

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
TEA Priorities Connect high school to career and college 1) Continued one-to-one with all students. Increase in all technology options through the MHS Media Center.	2.5	All Staff	Course work submitted through google classroom. Increased media usage by students and faculty. Monitored via GoGuardian				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Priority 5: Future Ready Facilities and Resources

Performance Objective 2: Increase collaborative learning spaces and opportunity.

Measures 2: % increase in implementation of flexible classrooms
 # increase in teaming areas

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide students and teachers opportunity to think and work more collaboratively.		High School Staff, Librarian	Students and teachers using collaborative work spaces, whiteboard tables, utilization of the creation station (media center).				

Comprehensive Support Strategies

Priority	Objective	Strategy	Description
1	1	1	Student assessment data will be disaggregated for all students and all student groups. Benchmark testing will be used two times a year.
1	1	2	Campus will provide professional development in research-based areas to improve student achievement, especially students at risk.
1	1	4	All staff will receive training in effective ways of teaching the TEKS, ELPS, and STAAR objectives.

RDA Strategies

Priority	Objective	Strategy	Description
1	1	1	Student assessment data will be disaggregated for all students and all student groups. Benchmark testing will be used two times a year.

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Eric Janszen	Principal
Administrator	Kristi Guest	Assistant Principal
Classroom Teacher	Todd Watts	US History
Paraprofessional	Penny Smith	Inclusion Aide
District-level Professional	Brittany Chadwick	Counselor
Special Education	Kyla Wood	Campus Special Ed.
Parent	Misty Rochelle	Parent
Student	Megan Baggett	Student
Business Representative	Steve Massey	Business Member