Morgan Mill ISD/Morgan Mill School

**

District/Campus Improvement Plan

2022-2023

*September 2022*

*\*Each school* ***district*** *shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. Texas Education Code 11.252(c)*

**Comprehensive Needs Assessment Summary**

*September 2022*

**Comprehensive Needs Assessment and DIP/CIP Process**: Morgan Mill ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and District/Campus Improvement plan. As part of the needs assessment process, surveys are utilized to obtain feedback from students, staff, parents, and other stakeholders. The SBDM Team meets at least 2 times each year. The SBDM Team assists the Administration and the School Board with prioritizing identified needs to be included and addressed in the improvement plan.

* Date: The CNA was conducted on August 8, 2022 for the 2022-23 school year.
* Data Gathering: The data sources and areas examined are included in the CNA Summary.
* Meetings: Stakeholder meetings are held at a minimum three times a year during teacher in-service days.
* Needs Assessment: After meetings with the SBDM Team, the identified needs are summarized and documented within the District/Campus plan. After assessment scores are made available, the needs assessment is refined to include assessment data.
* District/Campus Plan: The DIP/CIP is developed based on the strengths and weaknesses identified in the needs assessment. In the spring, a draft DIP/CIP is written to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the DIP/CIP is updated.
* District/Campus Improvement Plan: The DIP/CIP is posted on the school website: www.mmisd.us Hard copies are available at the Administration Office.
* District/Campus Parent and Family Engagement Policy: The PFE policy is posted on the school website: www.mmisd.us. Hard copies are available at the Administration Office.
* School-Parent Compact: The School-Parent compact is distributed to parents at the beginning of each school year.
* Translations: Documents are provided and posted in English. Should another language be needed, please contact Wendy Sanders for assistance.

**Comprehensive Needs Assessment Summary**

*September 2022*

*Identified Strengths:*

* Low teacher-student ratios, small class sizes, individualized instruction
* Staff committed to student achievement and progress
* Multi-year success on STAAR performance and progress
* Increased staff and student utilization of instructional technology
* Implementation of a 4-day school week

*Identified Needs:*

* Recruit, Support, and Retain Highly Effective Teachers
* Ongoing staff development to strengthen instructional planning, differentiating instruction, and vertical alignment to ensure instruction is aligned to the TEKS and students are prepared for redesigned STAAR in 2022–23
* Additional instructional staff for student support (especially students with disabilities)
* Facilitate professional learning opportunities related to partnering with families and encouraging family involvement in the school.
* Improve school-home communication and continue to focus on strengthening Parent and Family Engagement
* Continued efforts to enhance school safety and security
* Upgrade instructional technology in the classrooms, over time, as funds allow
* Facilities updates and repairs (plumbing, safety and security upgrades, marquee)

**Comprehensive Needs Assessment Data Sources:**

Prior year’s DIP/CIP & Site-based decision-making committee meeting data

Texas Academic Performance Report (TAPR) data, Texas Performance Reporting System (TPRS) data

Accountability data – student achievement, student progress, and closing the gaps data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, STAAR Progress Measure data, Interim data

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data, Prekindergarten & Kinder-Readiness Data

Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group

Special Programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group

Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data, Section 504 data, Dyslexia data

Migrant population, including performance, progress, discipline, attendance, and mobility

At-Risk population, including performance, progress, discipline, attendance, and mobility

EL data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Response to Intervention (RtI) student achievement data, failure and/or retention rates

Attendance rates, Mobility rates, Discipline data, school safety data

Staff meeting data, state-certified and high-quality staff data, & Teacher/Student Ratio

Professional development needs assessment & attendance data, Evaluation(s) of professional development implementation and impact (T-TESS)

Parent feedback, Community feedback

Capacity and resources data, Budgets/entitlements, and expenditures data

**Goal 1: Morgan Mill ISD will ensure that all students receive a high-quality education and will improve student performance for all student groups.**

**Performance Objective 1:** The district will implement a well-rounded program of instruction to meet the academic needs of all students.

**Evaluation Data Source(s):** The Student Achievement scaled score for MMISD will improve from 78 to 80 by September 2023, as measured by the Texas Accountability Rating System.

**Performance Objective 2:** Students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

**Evaluation Data Source(s):** The School Progress Academic Growth scaled score for MMISD will increase from 91 to 92 by September 2023 as measured by the Texas Accountability Rating System.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Strategy Description** | **Person(s) Responsible** | | **Resources** | | **Strategy's Expected Result/Impact** | |
|
| Teachers will utilize a curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the student expectations at each grade level so that instruction is appropriate to ensure students obtain grade-level skills and competencies. | Superintendent, Principal & Teachers | | Time & training costs; state, local, & federal funds; Region 11 consultant fees; | | The administration will coordinate with staff to develop and  implement a plan for staff development based upon identified needs; increase in student performance for all student groups; increase the number of students meeting grade-level expectations in all grades and content areas; improved T-TESS ratings | |
| Teachers will receive high-quality ongoing training to provide teachers with the subject matter knowledge and teaching skills to provide students with the opportunity to meet the state’s challenging academic standards; provide on-site instructional coaching, provide opportunities for teachers to attend content-based PD off-site | Superintendent & Principal | | Region 11 consultant fees; state, local, & federal funds; | | Implementation of mentoring program & instructional  coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers; improved T-TESS & P-PESS ratings | |
| Staff will receive on-site training during teacher in-service for dmac, TEKS Resource System, IXL, Istation, and Johnny Can Spell | Superintendent & Principal | | State, local/federal funds; ESC 11 fees | | Teachers will be more effective in utilizing high-quality curriculum, resources & formative assessments to measure student progress | |
| The administration will support teachers in providing evidence-based reading instruction, assessing student learning, and adjusting instruction based on specific needs to best support the development of skilled reading in grades K-3. | Superintendent & Principal | | Principal time in classrooms | | Increased performance in phonemic awareness, phonics, fluency, vocabulary, and comprehension; increased student motivation and interest in reading | |
| The principal and teachers will develop a lesson plan form or template, determine expectations related to the content of lesson plans, and establish timelines for the submission and review of lesson plans by the principal. | Principal & Teachers | | Time for staff to meet & work on the process | | Lesson plans will include clear objectives, multiple, differentiated paths of instruction to meet the specific needs of all students, and daily formative assessments to check for understanding. | |
| Teachers will regularly monitor student progress (using multiple forms of assessment aligned to the TEKS) to gather data and identify students at risk for academic failure. Students in grades 3-8 will be administered interim assessments. | Principal & Teachers | | State/Local Funds; multiple measures of assessments | | Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year | |
| Teachers will be provided time to meet, plan, and work on the vertical alignment of instruction to make instructional improvements during regularly scheduled PLCs. | Superintendent & Principal | | Time for staff to meet and plan; dmac | | Teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions and collaborate in planning the reteach. | |
| **Strategy Description** | **Person(s) Responsible** | | **Resources** | | **Strategy's Expected Result/Impact** | |
| Provide opportunities outside the regular classroom setting to meet the needs of all learners by offering enrichment classes and activities, support and/or sponsor extracurricular activities, clubs, and organizations that provide enhanced experiences for all students | Principal & Teachers | | State and local funds; Staff, parents, & volunteers | | Students will be encouraged and challenged to meet their full educational potential through increased opportunities such as field trips and involvement in extra-curricular activities | |
| Instructional technology will be updated (over time, as funds allow) to ensure all classrooms have working technology hardware to better integrate technology into instruction and increase student engagement. | | Superintendent & Principal | | State, local, & federal funds; ESSER III | | Staff will utilize technology to enhance instruction, personalize student learning, and help students develop problem-solving skills. |
| Improve and update school security measures to provide a safe and secure learning environment for students and staff | | Superintendent & Board | | State, local, & federal funds | | Improved culture and climate due to a safe and secure environment conducive to learning |
| Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students. | Principal & Coaches | | State and local funds; SHAC committee | | Implementation of the Health and Wellness Plan; provide a safe and healthy school environment, and promote school employee wellness | |
| Staff and students will receive training on social issues such as harassment, sexual abuse, and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety | Superintendent & Principal | | Paluxy River Child Advocacy Center;  State/local funds; & area law enforcement | | Discipline plan which includes strategies for addressing bullying & peer conflict; compliance with statutory training requirements for public school employees; updated crisis management plan, emergency operation plan, and multi-hazard plan | |
| Implement a schoolwide tiered model to prevent & address problem behavior; utilize discipline management techniques as part of progressive interventions for behavior prohibited by the Student Code of Conduct or classroom rules. | Superintendent,  Principal & Teachers | | Training fees & time for staff to meet and plan | | Staff will engage in a process to develop and enforce common expectations and consequences; reduce the number of student referrals to the office for discipline during instructional periods | |
| Staff will implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning and reduce the overuse of discipline practices that remove students from the classroom. | Principals | | Capturing Kids Hearts training fees (ESSER); time to train all staff | | Experiential training, expert coaching, and personalized support will promote students’ social-emotional well-being, a relationship-driven campus culture, and student connectedness, leading to improved student outcomes. | |
| The multidisciplinary Safe and Supportive School Team (SSST) will be established and trained to conduct behavioral threat assessments (BTA) for students exhibiting prohibitive and concerning behaviors | Superintendent & Principals | | Training provided by TxSSC or ESC Region 11 | | Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. | |
| Training for staff shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. | Superintendent & Principals | | State & Local funds; | | Increased awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques & knowledge of likely warning signs indicating that a child may be a victim. | |

**Goal 2: MMISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.**

**Performance Objective 1:** Staffwill monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

**Evaluation Data Source(s):** 100% of evaluated student groups will meet Closing the Gaps targets.

**Performance Objective 2:** Staffwill utilize varied and effective instructional strategies to improve the academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

**Evaluation Data Source(s):** 100% of evaluated student groups will meet growth targets in Reading and Math.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Continue to implement a pyramid of intervention (RtI services) for identified students. Teachers will be provided training to incorporate supplemental instructional support and differentiated student instruction. | Principal & Teachers | Time for RtI meetings; Training fees; State Comp Ed funds | Student gains in literacy and math; increase in student  performance |
| Staff will utilize multiple formative assessments to check for understanding. Staff will be provided time to disaggregate data from all manner of student assessments including but not limited to formative assessments, universal screeners, CBAs, benchmarks, and state assessments, using dmac and lead4ward resources. | Principal & Teachers | State and local funds; dmac & lead4ward fees; Title I and Title II funds; | Teachers will be able to identify students experiencing  difficulty or not making progress and then plan targeted interventions; improved student performance for all student groups |
| Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for identified students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes. | Principal & Teachers | State, local, & federal funds | Implementation of effective systems for identifying and supporting struggling learners; increase in student performance for all student groups; increase in the number of students meeting grade-level expectations in all grades and content areas. |
| Utilize paraprofessionals and other staff as needed to provide supplemental instruction, interventions, classroom support, and/or tutorials | Superintendent, Principal | State, local, & federal funds | Additional staff and extended learning time will ensure that students receive individualized instruction and support as needed to be successful |
| Provide a full-day high-quality prekindergarten program that is developmentally appropriate, multi-sensory, and experiential; conduct PreK/Kinder Registration each spring to enroll students. | Principal & PreK Teacher | State and local funds, ECE allotment | Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder readiness |
| Additional classroom assistance and supplemental support will be provided to improve student achievement and close instructional gaps. To effectively support struggling students, supplemental reading and math programs will be used. | Principal & Teachers | ESSER funds; State Comp Ed | Student gains in literacy and math; increase in student  performance |
| Provide an anonymous bullying reporting system for students and parents; provide age-appropriate instruction to each grade level to prevent bullying; provide instruction in digital citizenship, including information regarding the potential criminal consequences of cyberbullying. | Superintendent & Principals | State and local funds | Students and parents will have access to an anonymous bullying reporting system to report incidents; students will exhibit appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication. |
| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Partner/coordinate with local community organizations as needed to provide services such as counseling, school-based mental health programs, and mentoring services, as needed, to students identified as at-risk | Superintendent & Principal | Paluxy River Children’s Advocacy Center; State Comp Ed | Services will be provided to students and families as appropriate, increasing student performance and attendance |
| Facilitate effective transitions for students from home to elementary school, from elementary to secondary, and for students new to Morgan Mill. | Principal & Teachers | State & local funds | Students will successfully move from one school to another and maintain social and academic status, leading to improved student performance for all student groups. |
| Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students. | Principal & Secretary | State & local funds | Students will be provided with immediate enrollment,  transportation, additional academic support, and counseling as appropriate. |
| Design and implement appropriate compensatory, intensive, or accelerated instruction that enables students to be performing at grade level at the conclusion of the next regular school term. | Principal & Teachers | State Comp Ed | Increase in student performance for students identified as at-risk because of academic interventions (tutorials, summer school, etc.) |
| Teachers will meet the needs of all learners, including students with disabilities and students eligible under 504, by providing instructional accommodations & support based on individual IEPs and 504 plans. | Principal & Teachers | Greater Erath County Special Education SSA; ARD committee | Students with disabilities will be educated in the Least Restrictive Environment, improved student outcomes for students with disabilities. |
| Students identified as Limited English Proficient will receive support from an ESL-certified teacher and if appropriate, a pullout program | Principal & Teachers | Region 11 Title III SSA; LPAC committee | Increase in student performance for students identified as Limited English Proficient |

**Goal 3: Morgan Mill ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.**

**Performance Objective 1:** MMISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

**Evaluation Data Source(s):** MMISDwill host a parent engagement event that focuses on building parents' capacity to support student achievement.

**Performance Objective 2:** MMISDwill follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

**Evaluation Data Source(s):** Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
|
| Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap. | Superintendent, Principal &  Teachers | Title I, Part A funds | Activities that are responsive to the needs of all families,  including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families. |
| Parent and family engagement opportunities will be offered; parents will receive ongoing communication regarding student progress, school programs, and volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. | Superintendent, Principal &  Teachers | State and local funds; staff, & school volunteers | Increased school-parent communication; increased parent  attendance at school events; increase in the number of parent volunteers; increase in attendance at parent workshops |
| Offer opportunities and workshops to build parents’ capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs | Superintendent, Principal &  Teachers | Parents, Community & Business Representatives | Parents and families will be provided with information that  will encourage engagement with children to increase student achievement. |
| Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents. | Principal & Teachers | Staff time | Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child. |
| Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance, and feedback given at meetings. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Increase in parents willing to engage in the continuous  improvement process; increased survey participation.  additional parent feedback regarding programs and planning. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy Description** | **Person(s) Responsible** | **Resources** | **Strategy's Expected Result/Impact** |
| Conduct an annual Comprehensive Needs Assessment (with students, parents, and other members of the community) for the entire school as part of the continuous improvement planning process. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Ensure that resource allocation is driven by identified needs for strategies and resources that will improve student performance |
| Conduct program evaluations to determine the impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Efficient allocation and use of financial resources while  improving the quality of education provided to students. |
| Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | Resource allocation will be informed by identified needs; |
| The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | CIP will delineate instructional methods for addressing  The needs of student groups not achieving full potential as well as methods for addressing the needs of students for special programs. |
| Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening. | Superintendent, Principal & Committee | Parents, Community & Business Representatives | The school-parent compact and the parent involvement policy and the program will be reviewed annually with the input of parents. |

**2022-2023 Site Based Decision Making Team**

|  |  |
| --- | --- |
| **Name** | **Position/Role/Title** |
| Wendy Sanders | Superintendent; Non-teaching |
| Barrett Hutchison | Principal; Non-teaching |
| Marybeth Burns | Teacher |
| Annette Storrs | Teacher |
| Kourtney Huntington | Teacher |
| Lisa Fergason | Teacher |
| Haylee Turley | Teacher |
| Chasity Alleva | Teacher |
| Taylor Stricklin | Teacher |
| Laniece Gill | Teacher |
| Marcus Saldivar | Teacher |
| Jennifer Hopson | Teacher |
| Nan Goodman | Teacher |
| Alexis Maldonado | Parent |
| De Shewmaker | Custodian |
| Ruby Mendoza | Cook, parent |

Site-based decision-making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess the educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

School districts are required to establish district- and campus-level planning and decision-making committees whose membership must include:

• Professional staff (at least one Special Education teacher and 2/3 are classroom teachers)

• Parents of students enrolled in the district

• Community members

• Business and industry representatives

#### 2022-23 FEDERAL FUNDS PLANNING AMOUNTS/ALLOCATIONS

Title I Part A $20,521

Title II Part A $4,091

Title IV Part A $10,000 (MMISD redirects 100% of Title IV, Part A funds to the Title I, Part A program)

REAP/Small, Rural Schools Grant $15,298

2020-2023 ARP ESSER III – $123,402 – implementing evidence-based activities to meet the comprehensive needs of students - early literacy staff development; staff development and on-site coaching for social-emotional learning and student engagement (Capturing Kids Hearts)

2020-2022 CRRSA ESSER II – $54,929 – providing school leaders with the resources necessary to address the needs of their individual schools