



Miles High School

**Campus Improvement Plan
2017-2018**

November 13, 2017
Date of School Board Review

Mission Statement

The Miles Independent School District exists because of the students and therefore our thinking, our activities, and our endeavors are centered on the general welfare and safety of all students.

The purpose of this school, in partnership with parents and community, is to educate all students physically, mentally, morally, and emotionally and to expect high levels of academic performance. Appreciation for the heritage and basic traditions of the community is emphasized. The curriculum provides for sustained individual growth and continuing development of the whole student.

We accept the responsibility to teach all students regardless of sex, handicap, race, color, or national origin, so they may attain their maximum educational potential.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Campus Leadership Team Job Description
Jamie Rouse	Principal	Campus principal
Joan McCleery	Professional Non-Teacher	Special programs director
Karyn Brown	Professional Non-Teacher	Counseling department
David Estevis	Parent	Parent Stakeholder
Martha Petrey	Community Member	Community Stakeholder
Cherry Kasberg	Business Member	Business Stakeholder
Dusti Allen	Teacher	CTE teacher
Sandra Estevis	Teacher	ESL education program
Jared Graves	Teacher	Math/Social Studies Teacher
Victoria Cooper	Teacher	Special Education Teacher
Allison Waters	Teacher	Fine Art Teacher
Connie Adams	Teacher	ELA Teacher
Kristie Kirby	Teacher	Science Teacher
Taylor Duryea	Teacher	JH Teacher

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on May 22, 2017.

Participants in Attendance	Data Sources Examined
<i>Trudy Simpson, Teacher</i>	<p>TAPR Federal Accountability Data for AYP STAAR data—disaggregated District PIEMS reports PBMAS reports Dropout and School Leaver data—disaggregated District Retention Data District discipline referral data Teacher surveys Community input Student surveys Student attendance data Benchmark testing data Referral percentages for students in special education Campus parent participation records ACT/SAT data Truancy data Homeless population analysis Teacher retention data Master schedule Curriculum planning sheets Special Education Data 504 data Observations in and out of class Enrollment data Technology survey Technology plan and policy Special education service provider sign in sheets LPAC documentation School board minutes Miles ISD website—includes link to TEA Course/class grades Universal screener STAR Technology Report Eduphoria Bridges (through Perkins) 2014-2015 TEA School Report Card</p>
<i>Jill Killemeier, teacher</i>	
<i>Lee Ann Mendez, Teacher/Librarian</i>	
<i>Joan McCleery, Special Populations Coordinator</i>	
<i>Frank Simpson, Teacher</i>	
<i>Jared Graves, Teacher</i>	
<i>Paige Ernhart, Teacher</i>	
<i>Glen Heard, Teacher</i>	
<i>Dusti Allen, Teacher</i>	

Comprehensive Needs Assessment:

Summary of Findings - Narrative

Based on the findings from the comprehensive needs assessment, the committee finds that the STAAR test results show continuing areas of concern in ELA. Tutorials for ELA* as well as for math, social studies, and science will continue to be offered. Scheduling and staffing needs are being addressed to increase the secondary RTI program*. Professional development for core subject area teachers will be provided as needed. Curriculum alignment needs to be continually addressed in accordance with the new testing guidelines for STAAR. Teachers have seen a need for assessment materials; consequently, the district is providing access to DMAC through the ESC XV. Study Island is an additional resource for on-going assessment*. Teachers will need professional development to ensure appropriate use of these programs. There is also a need for technology and technology support in classrooms to allow more significant progress toward successful learning with our at-risk students. Based on our local needs assessment, Miles High School is also providing activities to benefit our migrant students such as credit recovery through the University of Texas. We continue to fund an additional ESL teacher above the state requirement*.

***Federal System Safeguard Addressed**

In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education.

State Compensatory Education

The State Compensatory Education Program in Miles ISD provides supplemental services to the regular education program for students identified as at risk of dropping out of school. Each campus, along with its site-based decision making committees, will decide how the money can best be spent to provide compensatory, intensive, and accelerated instruction for the students in an at-risk situation for the purpose of increasing the academic achievement and reducing the dropout rate of those students who meet the eligibility criteria for being at-risk.

State of Texas Eligibility Criteria:

A student under 21 years of age and who:

1. is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. is pregnant or is a parent
6. has been placed in an alternative education program during the preceding or current school year
7. has been expelled in accordance during the preceding or current school year
8. is currently on parole, probation, deferred prosecution or other conditional release
9. was previously reported through the Public Education Information Management System to have dropped out of school
10. is a student of limited English proficiency
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement officials
12. is homeless
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

STATE COMPENSATORY EDUCATION PROGRAM MILES HIGH SCHOOL

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

STATE COMPENSATORY FUNDS: The total amount of funds for the 2017-2018 school year allocated as SCE funds for the Miles High School is \$65,800.

IDENTIFICATION: Special programs coordinator monitors the current list of students identified as students in an at risk situation and adds new students as they meet the eligibility criteria established by the state.

EXITING FROM THE PROGRAM: Special programs coordinator exits students from the state compensatory education program when they no longer meet eligibility criteria established by the state.

State Compensatory Education Program

Program Evaluation/Needs Assessment Grades 7-11

STAAR Math 2017	7 th Grade % Met Standard	8 th Grade* % Met Standard	Algebra I* % Met Standard
Students At- Risk	85	100	100
Students Not At-Risk	100	100	100

STAAR ELAR 2017	7 th Grade Writing % Met Standard	7 th Grade Reading % Met Standard	8 th Grade Reading* % Met Standard	English I* % Met Standard	English II* % Met Standard
Students At- Risk	100	100	100	58	71
Students Not At-Risk	85	85	100	69	76

STAAR Science 2017	8 th Grade % Met Standard	Biology* % Met Standard
Students At- Risk	100	--
Students Not At-Risk	91	100

STAAR Social Studies 2017	8 th Grade % Met Standard	US History* % Met Standard
Students At- Risk	--	100
Students Not At-Risk	69	97

*First Time Test-Takers

Pass Rates for 2017 STAAR Assessments
--

	Level I: % Approaches	Level II: % Meets	Level III: %Masters
7 th Grade Writing	85	45	10
7 th Grade Reading	85	55	38
7 th Grade Math	85	91	23
8 th Grade Reading	100	94	13
8 th Grade Math	100	97	3
8 th Grade Science	91	81	25
8 th Grade Social Studies	69	28	16
English I*	69	49	13
English II*	76	50	3
Algebra I*	97	95	71
Biology*	100	90	13
US History*	97	85	70

	Drop Out Data			Completion Data		
	2014	2015	2016	2014	2015	2016
Students At-Risk	0%	0%	0%	100%	100%	100%
Students Not At-Risk	0%	0%	0%	100%	100%	100%

The comprehensive, intensive, accelerated instruction program at this district/campus consists of after school tutorials for students at-risk, including transportation home. In addition, the program offers an additional teacher monitoring student progress and provides in-class tutoring as needed.

Upon evaluation of the effectiveness of this program the committee finds that more targeted instruction with at-risk and special education students is appropriate.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with state and local funds to meet the needs of all students.

Program/Funding Source

Federal Programs

- *Title I, Part A – “Improving Basic Program Operations by the District”*
- *Title I, Part C – “Education of Migrant Students”—SSA*
- *Title II, Part A – “Teacher and Principal Training & Recruitment”*
- *Title VI, Part B – “Rural/Low Income”*
- *Carl Perkins – SSA*
- *SRSA – Small Rural Schools Achievement Program*

State Programs/Funding Source

- *Career/Technology Education*
- *State Compensatory Education*
- *Gifted/Talented*
- *Special Education*
- *Bilingual/ESL Program*

MILES HIGH SCHOOL CAMPUS GOALS

- 1. All students will attain maximum student achievement through relevant and rigorous instructional programs.**
- 2. At Miles High School, 100% of core academic classes will be taught by appropriately certified teachers and 100% highly qualified staff will be maintained.**
- 3. All students at Miles High School will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 4. All students at Miles High School will graduate from high school.**
- 5. Parents and Community will be partners in the education of students at Miles High School.**
- 6. Miles High School will integrate technology in all subject areas to increase student performance and achievement.**

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May 2018, 100% of all students and each student group (H, W, ED, ELL, SpEd) will pass all portions of the state assessment.

Summative Evaluation: 100% of all students and each student group passed all portions of the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times, STAAR Boot camp and supplies for students who are at risk of failure in core subject areas and STAAR	Core subject teachers, Principal	On-going beginning August 2017	Local Funds, SCE Funds	Improved six weeks grades Reduced failure rate
Give benchmark assessments at least one time per year prior to STAAR. More will be given when determined to be necessary.	Core subject teachers, Principal	Fall or Spring	Released Tests, DMAC	Improved assessment results
Evaluate the effectiveness of ELA and social studies curriculum and to make adjustments as needed to improve student outcome*	Principal ELA and Social Studies Teachers	Aug 2017-May 2018	STAAR data ESC XV DMAC data	Improved assessment results in ELA and social studies
Classrooms will be provided materials needed to reflect the increase in standards in state assessments*	Principal Instructional staff	August 2017-June 2018	STAAR data, ESC XV training DMAC data Local and SCE Funds	Improved assessment results in all core academic areas

Provide instructional preparation periods during the school day	Principal Instructional staff	August 2017-2018	Local Funds	Improved academic and assessment results in all core academic areas
Students will be provided access to supplemental programs to help monitor and assess progress for STAAR, SAT, ACT, as well as credit recovery.	Principal Instructional Staff	August 2017-2018	Local Funds and SCE Funds Study Island Choices 360 Odysseyware Kahn Academy	Improved assessment results on standardized testing
An additional ESL teacher will be provided for classroom support and vocabulary development*	Principal Instructional Staff	August 2017-2018	Local Funds and SCE Funds	Improved academic and assessment results in all core academic areas for ESL students
Support needs of Homeless Students	Counselor	August 2017-2018	Local Funds and SCE Funds	District Documentation
Develop targeted instruction and provide support and research based material in areas of weakness including students in Special Education.	Principal Instructional Staff	November	DMAC reports ESC 15	Lesson Plans RTI Plans/Rosters

Goal 2: At Miles High School, 100% of core academic classes will be taught by **appropriately certified** teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by **certified** teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Data 2017-2018	% Sections taught by Certified Teachers	% Certified Teachers		
	92%	91%		
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals by advertising positions.	Principal, Superintendent	Once a semester as needed	State Funds, Local Funds	100% core academic classes taught by certified teachers, 100% paraprofessional meet ESSA requirements
Develop and implement strategies/activities to retain staff by providing a portion of the health benefits, continuing the step increase for teachers with 20+ years in education, and offering a yearly stipend for advanced degrees in education.	Principal, Superintendent	Beginning of each semester	Local Funds	100% of core academic classes taught by certified teachers, 100% of paraprofessionals meet ESSA requirements

Goal 2: At Miles High School, 100% of core academic classes will be taught by **appropriately certified** teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties did receive high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Superintendent	On-going	ESC XV, Local Funds, Title II A	Increased student performance, staff development sign-in sheets
Identify teachers and paraprofessionals who do not meet ESSA requirements and provide specific professional development	Principal, Special Programs Coordinator	Beginning and end of each semester	ESC XV, Local Funds	100% core academic classes taught by certified teachers, 100% paraprofessional with instructional duties will meet ESSA requirements

Goal 3: All students at Miles High School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be fewer than 10% as measured by PEIMS and number of discipline referrals resulting in ISS, OSS, DAEP or Expulsion.

Summative Evaluation: There is a reduction in incidents noted and discipline referrals by the amount stated.

Data	2013-2014	2014-2015	2015-2016	2016-2017
Discipline/Incidents	11	7	8	12
Incidents involving violence, tobacco, alcohol, and other drugs	3 incidents or 27% of referrals	1 incidents or 14% of referrals	0 incidents or 0% of referrals	2 incidents or 16.67%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Safety folders updated and placed in classrooms and by each telephone. Updates are provided as needed.	Principal	Fall 2017	Local Funds	Yearly Inspection
Provide awareness, prevention, and reporting programs/activities including information on dating violence/ substance abuse/bully & harrassment	Counselor HS Principal School Nurse	August 2017-2018	ESC XV, Local Funds Title IV Funds	Number of students referred for TAOD violations StopIt
Provide bully prevention training for staff members who have not been trained and suicide awareness and child abuse awareness training for all staff	Principal	Monitor: End of each semester	Bully Prevention Trainer ESC XV	Discipline Log

Improve instructional practices for developing relationship building skills.	Principal, Special Programs Coordinator, Special Education Director	August January	Title II A Local Title IV Funds	Staff Development materials/sign in sheets
Maintain a discipline tracking system (to include monitoring of special education trends) and expand disciplinary options	Principal	August January May	Local	Discipline Log

Goal 4: All students at Miles High School will graduate from high school.

Objective 1: By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%.

Data 2013-2014	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	0%	0%	0%	*	0 students	0 students	0 student	0 student	*	0 student	0 students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	Principal Designated teachers	End of each semester	Local Funds Odysseyware Sapling SCE	Successful completion of course work to recover credits
Provide Saturday school (or additional assignments to gain credit) for secondary students at risk of being denied credit due to excessive absences.	HS Principal	At least once per semester	Local Funds Personnel	Number of students attending Saturday school
Provide AEP/DAEP to at-risk students in danger of dropping out.	Principals Counselors	August 2017-2018	Local Funds SCE	List of Identified Students AEP/DAEP Records; Completion Records Attendance Records
Provide STAAR remediation program and supplies during the summer to at-risk students that have failed the state assessment	Principal Summer School Staff	June-July 2018	Local Funds SCE SSI Funds	Student success in gaining credit toward graduation requirements

Participate in Education Go Get It Week to promote awareness and support for higher education	Principal Counselor Staff	Fall 2017	Local Funds	Increased students awareness of available higher education options available to them
---	---------------------------	-----------	-------------	--

Goal 4: All students at Miles High School will graduate from high school.

Objective 2: All identified pregnant students enrolled in Miles HS will be provided pregnancy related services.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Offer counseling services for all students identified as at risk due to pregnancy.	Counselor	Upon notification of pregnancy through graduation.	Local Funds	Increase the completion rate of pregnant students and/or student parents.
Offer schooling and information for health related services outside the normal school setting for pregnant students.	School Nurse Counselor	Up to 4 weeks after notification of pregnancy or return to the regular classroom.	WIC County Health Services Medicaid	Increase the completion rate of pregnant students and/or student parents.
Offer instruction related to parenting skills, including child development, home and family living, and appropriate job readiness training.	Counselor HS Principal	Upon notification of pregnancy through graduation.	Local Funds	Increase the completion rate of pregnant students and/or student parents.
Offer information connecting pregnant students and their families with appropriate social services.	Counselor	Upon student request	List of available appropriate social services	Increase the completion rate of pregnant students and/or student parents.

Goal 4: All students at Miles High School will graduate from high school.

Objective 3: Provide appropriate services and opportunities for migrant students.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide support materials, tutorials, school/homework supplies, and homework assistance for migrant students during the school year and summer school to ensure academic success	Special Populations Coordinator HS Principal Migrant Education Support Staff	August-June	Local Funds Title I C Funds (SSA)	Improved six weeks grades Improved STAAR results Improved TELPAS results
Provide a variety of credit recovery opportunities for migrant students	Migrant teacher Special Programs Coordinator Principal	Year round as needed	Local Funds University of Texas Program Title IC Funds (SSA)	State credits for graduation earned

Goal 5: Parents and Community will be partners in the education of students at Miles High School.

Objective 1: By May 2018, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students’ parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide state assessment results to parents in a language they can understand	Principal District Testing Coordinator	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Provide and advertise a “Go Center” where educational and parenting information is available to help students preparing for their futures can be accessed.	Counselor Principal Librarian	Monitor usage each 6 six weeks	Local funds, Web based resources, Community agencies, SCE funds	Documentation of increased usage
Host a “Meet the Teacher”/orientation night for parents	Principal Teachers Counselor	August	Local funds	Newspaper article, Parent sign-in sheets
Host an awards assembly for parents, students, and community members	Principal Counselor Teachers	May	Local funds	Newspaper article
Host a financial aid information night for parents	Principal Counselor Teachers	Fall 2017 and Spring 2018	Local funds	Newspaper article, Parent sign-in sheets

Goal 6: Miles High School will integrate technology in all subject areas to increase student performance and achievement.

Objective 1: By May 2018, 100% of all students in all student groups, including special education students and students at-risk, will have access to technology and training in the use of that technology.

Summative Evaluation: 100% of students in grades 7-12 exhibited age-appropriate technology skills at the end of the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide hardware and software to classrooms and computer labs for computer-aided instruction, especially for use with at-risk students	Principal/Technology Coordinator	August	Local funds SCE funds Title IV funds	Documentation provided through lesson planning and technology use survey
Provide technical support, personnel, and training for teachers	Technology Coordinator	July-June	Local Funds, Region XV Staff	Staff development documentation
Teach grade level technology TEKS	Principal Instructional Staff Support Staff	August-May	TEKS Computer Labs	Lesson Plans
Increase access to technology for students in underserved areas.	Principal Instructional Staff Support Staff	August-May	Odysseyware Choices 360 Study Island Computer Labs Title IV Funds Local Funds	Usage Logs