

Miles Independent School District

District Improvement Plan

2018-2019

Accountability Rating: A



Mission Statement

The Miles Independent School District exists because of the students and therefore our thinking and our activities, and our endeavors are centered in 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, emotionally, and spiritually, 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.

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2018

Demographics

Demographics Summary

Our district has a need to improve writing STAAR scores for all students.

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 and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS 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
- 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 associates 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
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Goal 1: Miles ISD will recruit and retain exemplary employees who are committed to student success and professional growth.

Performance Objective 1: Recruit and retain high quality staff.

Evaluation Data Source(s) 1: TAPR and locally generated reports.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Conduct recruitment activities to ensure highly qualified personnel in all positions such as attending job fairs, posting vacancies on multiple sites, and recruit student teachers in our schools.</p> | 2.4 | Superintendent; Principals; Athletic Director | Recruit high quality teachers that are highly qualified. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) The district will be able to hire and retain quality staff by offering competitive salaries, one time pay incentives, and benefits.</p> | 2.5 | Superintendent | Retention of high quality staff members. | | | | |





| | | | | | | | |
|--|----------|--|---|--|--|--|--|
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Support and encourage teachers to attain certification through TExES, Alternative Programs, ESL Certifications, and critical needs areas. The district will reimburse the cost of exams one passing score is received.</p> | 2.4, 2.6 | Superintendent; Principals; Athletic Director | Staff qualified in multiple certification areas. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Implement a comprehensive district staff development plan that established priorities based on the district comprehensive needs assessment to all teachers and provides additional training for those new to the profession and district.</p> | 2.4 | Superintendent; Principals; Special Programs Coordinator | Staff attending professional development will yield results in student achievement. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>5) Provide an encouraging, positive, high trust working environment where teachers feel supported and valued by school administration.</p> | | Superintendent; Principals; Athletic Director; Special Programs Coordinator | Retention of quality staff. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 2: Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

Performance Objective 1: As a result of high level academic coursework student performance at "Meets Grade level" and "Masters Grade Level" will increase for all students and sub-populations by 5% annually.

Evaluation Data Source(s) 1: STAAR Performance Data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Connect high school to career and college Build a foundation of reading and math 1) Implement intervention and enrichment programs to closed achievement gaps and ensure student growth.</p> | 2.4, 2.5, 2.6 | Superintendent; Principals; Special Programs Coordinator | Tutorials, RTI; Student Performance on STAAR and Curriculum Based Assessments | | | | |
| <p>TEA Priorities Connect high school to career and college Build a foundation of reading and math 2) Utilize technology integration to provide innovative instructional strategies through increased use of technology by the student body.</p> | | Superintendent; Principals; Special Programs Coordinator | Provide professional development to staff on how to incorporate technology in the curriculum and support 21st century learning; Attendance documentation and walkthroughs/observations. | | | | |
| <p>TEA Priorities Connect high school to career and college Build a foundation of reading and math 3) Provide writing instruction professional development that includes classroom support and coaching.</p> | | Principals | Lesson plans, walk through and student performance on writing assessments. | | | | |
| <p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 4) Provide support for At-Risk Students using state criteria through accelerated reading and math interventions, additional tutorials, extended school-day and year, and credit recovery.</p> | 2.4, 2.5, 2.6 | Principals; Special Programs Coordinator | Student growth will be evident in progress measures. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 2: Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

Performance Objective 2: Provide diverse CTE courses and continually refine curriculum to embed college and career readiness, course relevancy, and vertical alignment.

Evaluation Data Source(s) 2: Master Schedule
Course Guides

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Connect high school to career and college 1) Identify CTE industry certification exam opportunities recognized by the state. Integrate the certification curriculum into the CTE coherent sequence of courses.</p> | 2.5, 2.6 | Superintendent; Principal; Counselor; Special Programs Coordinator. | Certification courses identified in course guide Certification curriculum identified in Year-at-a-glance. | | | | |
| <p>TEA Priorities Connect high school to career and college 2) Plan, implement and partner with programs that promote college, career, and workforce readiness.</p> | 2.4, 2.5 | Principal; Counselor; Special Programs Coordinator | Increase percentage of Seniors entering 2-4 year college, technical college, military, or workforce. | | | | |
| <p>TEA Priorities Connect high school to career and college 3) Prepare and fund for all students to take PSAT 8, PSAT, and the TSIA.</p> | 2.5 | Principals; Counselor; Special Programs Coordinator | Increase the district average score for ACT/SAT and increase percentage of student who pass the reading and math sections of the TSI to show college ready. | | | | |
| <p>TEA Priorities Connect high school to career and college 4) Partner with Western States College to support students with college application, college credits, and financial aid application processes.</p> | | Superintendent; Principals; Counselor | Increase in the percentage of students completing the FASFA and college application process prior to the end of Fall semester of their Senior year. Number of students graduating with college course credit. | | | | |
| <p>TEA Priorities Connect high school to career and college 5) Promote endorsements in the middle schools and informing students and parents of options, guidance opportunities and the benefits of graduating with an endorsement.</p> | | Principals; Counselor; Special Programs Director | Completed graduation plans for all incoming freshman; TAPR, PEIMS reports and class rosters. | | | | |




Goal 3: Use efficient and effective practices to manage district finances while exploring alternative ways to increase funding.

Performance Objective 1: A balanced budget will be adopted that supports the mission and beliefs of the district while ensuring the achievement of the goals of the district.

Evaluation Data Source(s) 1: Fiscal responsibility apparent through students and staff are given adequate materials and supplies to become successful. Facilities available to enrich learning environment and adequately house students and staff.

Summative Evaluation 1:





| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Ensure fiscal responsibility in budget planning and execution. | | Superintendent; Business Manager; Principals; Special Programs Coordinator | Reports annually to TEA | | | | |
| 2) Implement standard operating procedures that insure the efficient use of resources. | | Superintendent; Business Manager | Superior FIRST rating; Audit Report | | | | |
| 3) Research grant opportunities for additional funding that will benefit students and teachers. | | Superintendent; Principals; Counselor; Special Programs Coordinator | Attend training on grant applications; grant applications completed. | | | | |
| 4) Develop a long range facilities plan that ensures the financial stability of the district. | | Superintendent; Principals; Athletic Director; Community Stakeholders. | Yearly facilities evaluation and report. | | | | |
|  | | | | | | | |

Goal 4: Provide a safe and secure learning environment for all members.

Performance Objective 1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

Evaluation Data Source(s) 1: A comprehensive long-range safety plan in place.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 3 CSF 6 CSF 7 1) Establish a protocol for reporting, investigating, and responding to incidents of concern regarding safety. | | Superintendent; Principals; Counselors; Teachers | Written and communicated action plan. | | | | |
| TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 3 CSF 6 CSF 7 2) Emphasize the implementation of established procedures for securing/monitoring all facilities. | | Superintendent; Principals; Teachers | Faculty meetings, emails, and training. Heightened awareness for safety among staff and students. | | | | |
| TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 6 3) Ensure consistency in enforcement of the Student Code of Conduct requirements. | | Principals; Teachers | Student Code of Conduct review with students and staff. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

| Priority for Service Criteria | |
|--|--|
| Grades 3-12, Ungraded (UG) or Out of School (OS) | <ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level. |
| Grades K-3 | <ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level. |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District:
Miles ISD

Priority for Service (PFS) Action Plan

Filled Out By:
ESC Staff

Region:
15

School Year: 2018 - 2019


Date:
08-07-2018

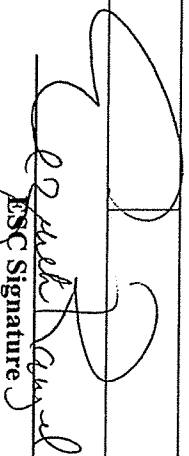
Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

| | |
|---|---|
| Goal(s): To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services. | Objective(s): 100% of PFS students will have access to supplemental instructional and support services. 100% of parents of PFS students will be informed of their child's academic progress and the instructional services provided. |
|---|---|

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|--|--|---|
| Monitor the progress of MEP students who are on PFS. <ul style="list-style-type: none">Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timeliness for achieving stated goals and objectives. | July 1 - June 30 July 1 - Aug. 30 | Migrant System Operator District Migrant contact ESC Migrant Dept. District Migrant Contact | Monthly PFS Reports Signed PFS Action Plan |
| Additional Activities | | | |

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|------------------|---|--|
| Communicate the progress and determine needs of PFS migrant students. | | | |
| <ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. | July 1 - June 30 | ESC Migrant Dept. District Migrant Contact | PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports |
| <ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. | July 1 - June 30 | District Migrant Contact ESC Staff | Agenda Sign-In Sheet |
| <ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. | July 1 - June 30 | Migrant System Operator District Migrant Contact | PFS Home Visit Form |
| Additional Activities | | | |
| Provide services to PFS migrant students. | | | |
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. | July 1 - June 30 | ESC Migrant Dept. District Migrant Contact | PFS Reports Email Documentation |
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. | July 1 - June 30 | ESC Migrant Dept. District Migrant Contact | Email Documentation Community Resource List |
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. | July 1 - June 30 | ESC Migrant Dept. District Migrant Contact | Student Participation List, Invoices, Sign In Sheets |
| Additional Activities | | | |


 LEA Signature _____ Date Completed 9-4-18


 ESC Signature _____ Date Received 9-4-18