

Merkel Independent School District
Merkel High School
2024-2025 Campus Improvement Plan



Mission Statement

Engaging and empowering the Badger community to meet challenges,
demonstrate resilience and achieve excellence.



Vision

Engage, Empower, and Equip

Value Statement

In our schools, learning will occur in an environment of moral values and character, and these characteristics will be communicated to all students.

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2024

District Culture and Climate

District Culture and Climate Summary

The culture and climate of Merkel High School is one where students as a whole do what they need to do to accomplish the tasks presented to them ex: assignments, projects, grades, passing, graduating. Overall there is a lack of intrinsic motivation to go above and beyond what is required and to reach their full potential when it comes to learning. While some students do possess this and strive to be as successful as possible, there is not enough consistency and evidence to apply it to the school as a whole.

District Culture and Climate Strengths

Strengths of School Climate:

1. Students' Abilities
2. Teacher Dedication and work ethic
2. Parent Support
3. Admin and Board Support

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Students as a whole do not strive to maximize their abilities and struggle to get work turned in on time. **Root Cause:** Lack of consistency of admin and staff on communicating standards and following through on procedures.

Problem Statement 2 (Prioritized): More Parent involvement in the academic area is needed in order for the students to perform better on standardized testing as well as mastering learning objectives. **Root Cause:** Parents are unaware of what role they can play in helping the school get better results from students. This is due to a lack of structure and communication from the school's part in getting the parents properly involved in the process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The overall Curriculum, instruction, and assessment for the entire high school needs to be better aligned vertically and horizontally. Teachers have been allowed to come up with assessments based on their knowledge and experience. This leads to a lack of consistency of properly assessing the students. Proper training and clear and consistent procedures of how to build assessments to properly show student achievement is needed.

Curriculum, Instruction, and Assessment Strengths

There are pockets of teachers who know how to build proper assessments.

There is an attitude of wanting to get better and willing to learn from the teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students as a whole do not strive to maximize their abilities and struggle to get work turned in on time. **Root Cause:** Lack of consistency of admin and staff on communicating standards and following through on procedures.

Problem Statement 2 (Prioritized): More Parent involvement in the academic area is needed in order for the students to perform better on standardized testing as well as mastering learning objectives. **Root Cause:** Parents are unaware of what role they can play in helping the school get better results from students. This is due to a lack of structure and communication from the school's part in getting the parents properly involved in the process.

Priority Problem Statements

Problem Statement 1: Student performance data indicates a need for significant improvement in student growth across various academic areas

Root Cause 1: Lack of personalized learning opportunities, where students are not receiving the differentiated instruction or targeted interventions necessary to address their specific areas of need. Inadequate use of data to identify and respond to students' academic weaknesses could be preventing timely and effective interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: More Parent involvement in the academic area is needed in order for the students to perform better on standardized testing as well as mastering learning objectives.

Root Cause 2: Parents are unaware of what role they can play in helping the school get better results from students. This is due to a lack of structure and communication from the school's part in getting the parents properly involved in the process.

Problem Statement 2 Areas: Demographics - Student Achievement - District Culture and Climate - Curriculum, Instruction, and Assessment - Family and Community Engagement - District Organization - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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 and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 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
- 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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 13, 2024





Goal 1: Merkel High School will promote exceptional student performance of all students by creating learning environments that are engaging, drug free and conducive to learning for all students.

Performance Objective 1: All Merkel High School will annually increase the percentage of students who are college, career and military ready.

Evaluation Data Sources: State and Federal Accountability Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus horizontal & vertical alignment with ESC assistance, implementation of TEKS Resource System</p> <p>Strategy's Expected Result/Impact: Improved EOC scores</p> <p>Staff Responsible for Monitoring: Teachers and Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Subject/departmental tutorials and accelerated instruction during Badger period tutorial time, along with EOC prep classes for EOC re-testers. EOC boot camps will also be offered during the spring semester. Include writing during badger period at least once a week.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores and student motivation</p> <p>Staff Responsible for Monitoring: Teachers and Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Improved teacher access to test analysis data through STAAR data disaggregation.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores</p> <p>Staff Responsible for Monitoring: Teachers and Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Merkel High School will promote exceptional student performance of all students by creating learning environments that are engaging, drug free and conducive to learning for all students.

Performance Objective 2: Merkel High School will annually increase the percentage of students who are CCMR compliant.

Evaluation Data Sources: TAPR, PEIMS and CCMR accountability data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of CTE courses and certifications offered. Increase the number of CTE completers and certifications.</p> <p>Strategy's Expected Result/Impact: Students will enter the workforce prepared.</p> <p>Staff Responsible for Monitoring: CTE Director, Teachers, and Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for ASVAB testing</p> <p>Strategy's Expected Result/Impact: Increase military readiness and/or enlistments</p> <p>Staff Responsible for Monitoring: Counseling Staff, Teachers, and Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will increase TSIA 2 Readiness by participating in programs in ELAR and Math in College Bridge.</p> <p>Strategy's Expected Result/Impact: Improve the percentage of TSIA 2 completers.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counseling Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for college visits and/or job and college fairs.</p> <p>Strategy's Expected Result/Impact: Improve the percentage of students who are prepared for college and the workforce.</p> <p>Staff Responsible for Monitoring: CTE Director, teachers, counseling staff and campus administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 1: Merkel High School will promote exceptional student performance of all students by creating learning environments that are engaging, drug free and conducive to learning for all students.





Performance Objective 3: MHS will increase the campus STAAR component score on all EOC exams as well as meet 100% of all System Safeguards.

High Priority

Evaluation Data Sources: TAPR and Campus Report Card

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students that do not meet standards on EOC exams will receive accelerated instruction in anticipation for the next testing opportunity.</p> <p>Strategy's Expected Result/Impact: Students will achieve the standard on EOC exams.</p> <p>Staff Responsible for Monitoring: Campus Administration and Remediation Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with opportunities for tutorials in a small group setting with teachers during the school day.</p> <p>Strategy's Expected Result/Impact: Increased EOC scores, ensure that safeguards are met, and student motivation will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Make data driven decisions to improve student performance</p> <p>Strategy's Expected Result/Impact: Increased EOC scores, ensure that safeguards are met, and student motivation will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Merkel ISD will increase, retain and build a solid base of capacity for all MISD faculty and staff.

Performance Objective 1: Merkel High School will annually increase faculty and staff engagement and satisfaction by implementing a 4 day school week, 1 time November pay, above base pay and pay for unused local days.

High Priority

Evaluation Data Sources: School Calendar
Local Pay Scale
Staff Survey

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Incentivize secondary activities throughout the school day to help teachers accomplish their teaching within the school day.(Ex. UIL, Robotics, etc..)</p> <p>Strategy's Expected Result/Impact: Retain and increase involvement by teachers.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Merkel ISD will increase, retain and build a solid base of capacity for all MISD faculty and staff.

Performance Objective 2: Merkel High School will develop and provide staff development plans for all employees. Staff development will be scheduled before and throughout the year with 5 days minimum and online options available as well.

Evaluation Data Sources: Region 14 Consultant Support
 Region 14 Training Schedule
 MISD Technology Training Schedule

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Google classroom training prior to the beginning of the school year to meet TEA expectations. Strategy's Expected Result/Impact: Teachers prepared for the various problems within the classroom. Staff Responsible for Monitoring: Technology staff, Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pertinent training offered 2 days in the summer relevant to teaching assignments. Strategy's Expected Result/Impact: Teacher will better prepare for changes in education and provide better instruction to students. Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Merkel ISD will increase, retain and build a solid base of capacity for all MISD faculty and staff.

Performance Objective 3: Merkel High School will devote time to training and mentoring new teachers by providing onboarding training, curriculum support training, classroom management support and legal and special education training issues within the educational profession.

High Priority

Evaluation Data Sources: Lead 4 Ward for New Teachers and Mentoring
TCEC support
Region 14 support

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers/staff will have a three day training over code of conduct, safety, transportation/maintenance request, AED/Stop the bleeding, technology, and overall mentor training.</p> <p>Strategy's Expected Result/Impact: Better support for new teachers in order to retain.</p> <p>Staff Responsible for Monitoring: Campus Administration and Mentor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide new teachers with a mentor teacher that has been through training for leadership.</p> <p>Strategy's Expected Result/Impact: Better prepare new teachers and retain new teachers.</p> <p>Staff Responsible for Monitoring: Campus Administration, Mentor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 3: Merkel ISD will increase partnerships with stakeholders to promote engagement in the educational process preparing for the future (academic and career and technical) and increasing stakeholder satisfaction.

Performance Objective 1: Merkel High School will ensure that all staff, students, parents, and stakeholders are informed and notified of district and campus information and events.

Evaluation Data Sources: Staff, student and stakeholder surveys, CCMR data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: MHS will provide an online presence to disseminate information. Strategy's Expected Result/Impact: Students and parents will stay informed of upcoming activities at Merkel High School. Staff Responsible for Monitoring: Campus Administration and Technology Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MHS administration will routinely contact parents as it relates to student issues. Strategy's Expected Result/Impact: Create a positive partnership between home and school Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MHS will provide a safe and secure learning environment while following all State and Local guidance including MHS safety plan Strategy's Expected Result/Impact: Safe, compliant and secure campus Staff Responsible for Monitoring: Teachers, students, staff, SRO, administration, State</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
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