

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Cindy Bessire
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Muleshoe High School
(As it should appear in the official records)

School Mailing Address 514 W. Avenue G
(If address is P.O. Box, also include street address.)

City Muleshoe State TX Zip Code+4 (9 digits total) 79347-3445

County Bailey County

Telephone (806) 272-7400 Fax (806) 272-4120

Web site/URL https://www.muleshoeisd.net E-mail rlrichards@muleshoeisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. R.L. Richards E-mail rlrichards@muleshoeisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muleshoe Independent School District Tel. (806) 272-7400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Curtis Preston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	51	49	100
10	61	37	98
11	44	48	92
12 or higher	41	39	80
Total Students	197	173	370

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 82 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 15 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2020	370
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Quiche

English Language Learners (ELL) in the school: 13 %
48 Total number ELL

7. Students eligible for free/reduced-priced meals: 83 %

Total number students who qualify: 308

8. Students receiving special education services with an IEP or 504: 13 %
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>38</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>10</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	38
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	96%	97%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	74
Enrolled in a 4-year college or university	10%
Enrolled in a community college	10%
Enrolled in career/technical training program	0%
Found employment	21%
Joined the military or other public service	0%
Other	59%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Mulshoe High School graduates positive, ethical, and productive citizens who are life long learners.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://pol.tasb.org/Policy/Download/146?filename=GA\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/146?filename=GA(LEGAL).pdf)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Muleshoe is an agricultural rural community. We are located 70 miles west of Lubbock, Texas which is home to Texas Tech University. Many families are engaged in farming, raising cattle, or in milk production at one of the many dairies. Muleshoe Independent School District is the only school district and currently employs the largest number of individuals in the county. Many of our students choose to stay home after graduation and either go straight into the workforce, commute to college, or attend college through online classes in order to work and help with younger family members. A large number of our students live in homes where both parents are employed by local dairies. Our students very often are responsible for getting themselves as well as their siblings to and from school without parent supervision. While our parents work long hours, they are very supportive of their children's education. They will take off work for parent teacher conferences or at least arrange a time that they can meet with the teacher to inquire about their child's education and academic needs. Muleshoe High School (MHS) hosts two parent teacher conferences per year and we have around eighty five percent of our parents attend their designated time. We have a large number of non-English speaking parents therefore we have numerous interpreters available at parent teacher conferences as well as any meeting that takes place on campus. We feel this is a true testament to the time we invest in building relationships with our parents as well as our community stakeholders.

The majority of our students are involved in organizations and extra-curricular activities of our high school and community. We encourage all of our students to participate in community service either through a course, organization, or an extracurricular activity. Our students are seen throughout the community on a regular basis.

Expect Success is the academic and behavior motto MHS has incorporated across the campus. Signs hang in the hall, banners hang outside as parents drop off students, and it is repeated every day during daily announcements. Muleshoe High School administration has incorporated parent meetings in August for each grade level explaining the high academic standards as well as graduation requirements. MHS is vertically aligning curriculum within the campus as well as with the two elementary campuses and the junior high campus. Muleshoe High School is holding American College Test (ACT) and Texas Success Initiative Assessment (TSI) bootcamps to better prepare students for college level courses. We hold End of Course (EOC) tutorials which are built into our daily master schedule. Collaboration between teachers takes place weekly.

Muleshoe High School students have historically experienced difficulty with writing, therefore the English teachers developed a writing format to be used across the campus in every subject and by every teacher. Thesis, Evaluation and Assessment (TEA) was incorporated in all classes so students will have a consistent method in responding through writing. This consistency has assisted our students in improving their writing skills in all areas.

Muleshoe High School Teachers serve in many roles. Most of them have multiple preps and coach either an academic competition, an athletic sport. Four years ago, our teachers began collaborating and planning in what Muleshoe calls Common Sense Planning (CSP) teams. This has enabled our teachers to plan more effectively as well as grow as professionals and we have seen student growth at a much quicker rate. As a district we sent our administrative team and our teacher leaders to professional learning communities (PLC) training on many occasions as we began this implementation.

Muleshoe High School staff worked very hard during COVID closure and other restrictions and requirements over the past two years. Teachers are trained on how to utilize the Chromebook and incorporate lessons with Google and other applications into their daily instruction. Many teachers record their lessons and post them in Google Classroom so students do not miss instruction if they choose to access the recordings. Teachers also use Google to gather formative feedback for the class or individual student academic progress. Muleshoe High School teachers continued to have high expectations and have encouraged the students to continue, "Expecting Success" every day. The PLC environment was very helpful during COVID closure. It has also been instrumental in closing learning gaps that were widened exponentially during COVID exposures and illnesses.

Muleshoe High School is a one-to-one campus. All students are provided Chromebooks to utilize during the school year. At the end of the year, it is returned to the school for maintenance and updating. That same Chromebook is given back to the students at the beginning of the next school year. When the student meets all expectations and requirements for graduation, the Chromebook is then given to the student to use if they choose to further their education or for their personal use.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Muleshoe High School (MHS) serves students who will graduate with plans to attend and complete at least four years of college but we also have students who will go directly into the workforce. We consider this when

making curriculum decisions as well as master schedule decisions.

Over the past five years, we have increased our opportunities for industry certifications and increased our offerings in Career and Technical Education classes. We are preparing students for careers in several aspects of agriculture, medicine, and education. We have also added our Academy which is a large classroom with a college environment that allows our students who are taking dual credit courses to work independently, a MHS teacher is assigned to the Academy who stays in contact with the college advisors and instructors.

Muleshoe High School has incorporated Common Sense Planning Teams into the expectations for the staff. Each department meets one day a week to discuss curriculum, lesson plans, student progress, and any other concerns. MHS Common Sense Planning Teams also meet before school begins and also at the end of four of the six weeks. Teachers disaggregate data—STAAR or Common Assessments that are given at the end of each 6 weeks. They determine which students need intervention and which Texas Essential Knowledge and Skills (TEKS) need to be retaught. The teachers also discuss lesson plans, methods of teaching specific skills so they are able to collaborate with each other, and they plan the next common assessment. MHS expects their teachers to plan with the end in mind. The CSP process has been a process that ensures teachers who are new to Muleshoe High School are teaching the same curriculum to students as well as the strategies that Muleshoe has determined are most effective in growing our students. This allows for more equitable student learning.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Muleshoe High School adopted an English Language Arts (ELA) textbook two years ago. The teachers utilize this curriculum as well as individual choice supplemental curriculum and materials to assist the students with the ELA Standards for each English class. The teachers have met and are vertically aligned at the high school, and are now working with the younger grades to create a vertical alignment with vocabulary, expectations, assessment and writing skills.

Due to COVID and students exhibiting more difficulty with writing skills, an additional class was created for students to ensure student academic success. The majority of the freshmen class (beginning the 2021-2022 school year) were enrolled in two English classes. The teachers collaborate daily and plan lessons together so students have the opportunity to practice reading comprehension skills and writing skills independently as well as together. The English teachers have also collaborated together and decided on a specific writing style when students provide written answers. The teachers taught, modeled, and practiced with the students in their classes at the beginning of the year. Two of the English teachers have met and trained all other teachers on the campus on this specific writing style. All teachers are required to incorporate writing into their instruction and bring examples for the English department and campus administrators to determine exemplary writing work being incorporated into all other subjects.

Muleshoe High School has 30 minutes built into the day for students to receive extra assistance when required. The English teachers determine which students need extra support and interventions, and specific students are assigned to their classroom for this time. Also, during these 30 minutes, some students receive TSI support (contains reading and writing) and other students work on UIL academic writing events so they

are prepared to compete and represent the district at each level in hopes of earning scholarships for college. Muleshoe High School teacher leaders and administrators attended professional development beginning in September of 2021 around student discourse. This has been helpful to all of our students in all subjects and with all assessments.

The English Teachers administer Common Assessments at the end of each 6 weeks. Not only is the data disaggregated but exemplar writing samples are determined for the open response questions. Teachers adjust their lesson plans and curriculum, notate which students need additional help and intervention. They also plan for those students who would benefit and grow as learners from enrichment.

Students in English I and English II will also participate in a benchmark in December in preparation for the STAAR Test. Students are able to practice the format as well as gain confidence in the test requirements. Teachers once again disaggregate the data and make educational decisions based on the results. As the STAAR Test date gets closer, the teachers have created review lessons to better prepare the students. All reviews are prepared using engaging strategies and activities to include several learning modalities to assist students in retaining as much information as possible. This has proven to produce better results for students and for campus accountability.

1c. Mathematics curriculum content, instruction, and assessment:

Muleshoe adopted a new math curriculum beginning the school year 2021-2022. This curriculum is very rigorous and requires critical thinking skills as well as written responses. The curriculum also has a technology piece that allows students to work independently and includes a component that allows students to access virtual assistance when difficulty arises. The high school math team also collaborates with each other as well as campus and district administrators on supplemental materials needed and used when closing learning gaps for struggling students.

Muleshoe is partnering with external instructional coaches to improve instructional delivery, instructional alignment among teachers, and student engagement. Not only has this been beneficial to our teacher growth but it has also improved our CSP time as teachers review data and develop lesson delivery. During instructional coaching time our math team looks at data and works on a scope and sequence that will help cycle in the skills students are struggling with as well as stay on track to ensure that all concepts are taught and learned before state testing and our local bootcamp. Muleshoe High School students also have the opportunity to attend evening tutorials two nights per week throughout the school year. We have at least one high school math teacher during this time to assist students with homework and skill development.

Muleshoe High School has 30 minutes built into the master schedule each day for students to receive extra assistance when required. The math teachers determine which students need extra support and interventions. Specific students are assigned to their classroom for this time. Also, during these 30 minutes, some students receive TSI support (contains math) and other students work on UIL academic math events so they are prepared to compete and represent the district at each level in hopes of earning scholarships for college.

The math teachers administer common assessments at the end of each 6 weeks and disaggregate the data so each one can adjust their lesson plans and curriculum as well as notate which students need additional help as well as enrichment. Teachers are also implementing more open-ended questioning in math which develops a deeper understanding of math concepts and the ability to assess at a higher level. Muleshoe High School teacher leaders and administrators attended professional development beginning in September of 2021 around student discourse. This has been helpful to all of our students in all subjects and with all assessments.

Students in Algebra I participate in a benchmark after the first of the year in preparation for the STAAR Test. Students are able to practice the format as well as gain confidence in the test requirements. Teachers once again disaggregate the data and make educational decisions based on the results. During the month of April, the math teachers will have a bootcamp two mornings. All the teachers will assist with the bootcamp

and will review concepts to assist with academic success. Many different teaching strategies and learning modalities are accessed during this boot camp instruction.

1d. Science curriculum content, instruction, and assessment:

Muleshoe High School uses a variety of instructional materials for each of the science classes. We start with an outside resource that hosts a suggested scope and sequence as well as suggested performance assessments. These assessments will lend to preparation for the new STAAR 2.0 beginning in the 2022-2023 testing season. Our Common-Sense Planning time is crucial to our science staff. They work as a team to ensure our students are ready for the End Of Course (EOC) Biology assessment as well as preparing our students for success on the ACT assessment. Our staff have benefited from the student discourse professional development. This has allowed our laboratory work to be much more effective.

Muleshoe High School has thirty minutes built into the day for students to receive extra assistance when required. The science teachers determine which students need extra support and specific students are assigned to their classroom for this time. Also, during these 30 minutes, some students work on UIL academic science events so they are prepared to compete and represent the district at each level in hopes of earning scholarships for college.

The science teachers administer common assessments at the end of each 6 weeks and disaggregate the data so each one can adjust their lesson plans and curriculum as well as notate which students need additional help and those students that need enrichment. Students in Biology participate in a benchmark after the first of the year in preparation for the STAAR Test. Students are able to practice the format as well as gain confidence in the test requirements. Teachers once again disaggregate the data and make educational decisions based on the results. During the month of April, the science teachers will have a bootcamp two mornings. All the teachers will assist with the bootcamp and will review concepts to assist with academic success.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Muleshoe High School uses a variety of instructional materials for each of the social studies classes. We start with an outside resource that hosts a suggested scope and sequence as well as suggested performance assessments. These assessments will lend to preparation for the new STAAR 2.0 beginning in the 2022-2023 testing season. Our Common-Sense Planning time is crucial to our social studies staff. We work as a team to ensure our students are ready for the End Of Course United States History assessment as well as preparing our students for success on the ACT assessment. Our students have benefited from the student discourse professional development. This has made our discussion time much more effective.

Muleshoe High School has 30 minutes built into the day for students to receive extra assistance when required. The history teachers determine which students need extra support and specific students are assigned to their classroom for this time. Also, during these 30 minutes, some students work on UIL academic social studies events so they are prepared to compete and represent the district at each level in hopes of earning scholarships for college.

The history teachers administer common assessments at the end of each 6 weeks and disaggregate the data so each one can adjust their lesson plans and curriculum as well as notate which students need additional help as well as need enrichment. Students in US History participate in a benchmark after the first of the year in preparation for the STAAR Test. Students are able to practice the format as well as gain confidence in the test requirements. Teachers once again disaggregate the data and make educational decisions based on the results. During the month of April, the history teachers will have a Bootcamp two mornings. All the teachers will assist with the bootcamp and will review concepts to assist with academic success.

1f. For secondary schools:

Muleshoe High School (MHS) offers all five TEA endorsements, eight Industry Based Certifications, and approximately thirty-six Career and Technical Education (CTE) Classes every year. Students determine

their endorsement in 8th grade and then work toward earning the endorsement as well as participate in CTE courses as they progress through high school. MHS offers a TSI and ACT Boot Camp several times during the school year and then offers the standardized assessment during the school day to encourage students to participate in the assessment. MHS also offers thirty minutes a day for specific students to practice TSI/ACT Prep.

MHS created The Academy during the 2019-2020 school year. A certified teacher is assigned to The Academy. This teacher encourages students to take the SAT/ACT Test more than once, assists the students with dual credit classes, and corresponds with South Plains College regarding difficulties students encounter with online classes. This teacher is assigned to teach the students how to be successful in online classes and with time management. This current school year, students took an approximate 187 hours of dual credit classes. This year will be the first time Muleshoe High School has been able to offer students the opportunity to earn an Associate's Degree from South Plains College and 3 students have earned this honor.

Muleshoe High School offers Instructional Strategies and Practicum in Education and Training. Specific students are assigned jobs at other campuses and report to these campuses daily. Several of these students were required to interview for the position and are earning money this school year. This program has been a huge asset to MHS. Our high school students volunteer to deliver Meals on Wheels in our community one day per week. Students also volunteer to participate as an election clerk at the local city and county level.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Muleshoe High School offers many electives for a small school. All students are required to earn specific credits for graduation. For example, all students must earn 1 Physical Education Credit, 1 Fine Art Credit, 2 credits of a foreign language, and all the core and elective credits that add up to 26 credits. The majority of freshmen participate in 5 core classes, physical education, fine art, and a professional communication class corresponding to a financial literacy course. As students' progress through high school, they begin to enroll in Career and Technical Education classes in order to earn industry-based certifications and knowledge for post-secondary. Students preparing for college begin studying for TSI/ACT/SAT.

Examples of Career and Technical Education classes are: Anatomy and Physiology, Computer Science, Principles of Technology, Career Prep, Graphic Design I and II, Yearbook, Photography, Principles of Arts and AV, Floral Design I and II, Advanced Animal Science, Child Development, Livestock, Equine Science, Veterinarian Technology, Principles of Agriculture, Small Animal, Welding I and II, Introduction to Welding, Agriculture Mechanics, Accounting I and II, Business Information Management Systems I and II, Professional Communication, Dollars and Sense, Business English, Sports Medicine I and II, Principles of Health Science, Health Science, Medical Terminology, Emergency Medical Technician Services, Family and Community Service, Principle of Human Services, Principles of Education, Instructional Practices and practicums in various CTE Programs.

Muleshoe High School offers Spanish I, Spanish II and Honors Spanish III on campus by a certified teacher. Students also have the opportunity to participate in Speech, Debate and One Act Play classes. Many students that participate in these classes compete in University Interscholastic League competitions for speech and debate. Several Muleshoe High School students advanced to State Congress, State Forensic Association Competition, and State Cross Debate this school year.

Students enrolled in the Health Science CTE class have the opportunity to earn an industry-based certification in Certified Medical Assistant. Students enrolled in the Emergency Medical Technician (EMT) class have the opportunity to earn an EMT Basic Certification their senior year. This has been an area of growth in our CTE program the past few years. We have more and more students interested in the medical field. This area of certification is also a need in our community. Our students are able to participate in their field work and receive hands-on training in our local hospital, clinic settings and nursing home.

Muleshoe has Robotics as a class and a competitive team. Students learn to build their robots based on the game expectations and learn to code so the robot can function independently as well. There has been growing interest in the robotics class the past few years. Several Muleshoe Robotics Teams have advanced to state since the class began in 2019.

Muleshoe High School students participate in character program on a daily basis. Teachers present the lesson and the class participates in a discussion to reinforce the importance of the lesson being taught.

At MHS we are focused on preparing our students for all aspects of their future.

3. Academic Supports

3a. Students performing below grade level:

Muleshoe High School offers academic support and tutorials for students that are working below grade level. Freshmen students that struggle with English Language Arts are scheduled for an additional class so they receive 90 minutes a day in instruction and academic support with English Language Arts. Students that have participated in the English I or English II End of Course Exam and have not passed are scheduled into an additional writing class so they receive academic support for an additional 45 minutes a day. MHS has 30 minutes a day scheduled for High Impact Tutorials for students in need. Students working below grade level are assigned a specific class for academic support during this time for Biology, Algebra, US History, English I or English II.

Muleshoe High School offers after school tutorials Monday through Thursday until 4:30. Students can attend the class in which assistance is needed for science, math or English. Tutorials are also provided on Tuesday and Thursday evenings from 6:00-8:00. If a student qualifies for Migrant services, then the tutorials are at the junior high school. If a student does not meet requirements for the migrant program, then tutorials are at the high school. Transportation is provided and a nursery is provided if the family would like to attend the tutorials together.

If a student does not earn a credit during one of the regular semesters, then credit recovery is provided during the summer so a student working below grade level does not fall behind in earning credits for graduation. A small number of students who are at risk of not graduating are allowed to participate in the Academy full time for credit recovery. Teachers are also available for summer school for credit recovery as well as academic support in preparation for the End of Course Exams administered during the summer.

3b. Students performing above grade level:

Muleshoe High School offers a variety of courses and programs for students to enjoy. Students that are performing academic work above grade level have the opportunity to participate in enrichment activities in classes to extend their knowledge. Students are used as peer tutors to assist other students that are not progressing as quickly. If a student is able to explain or teach others, it benefits both individuals involved. The student may explain the concept in a different way or different terms so understanding occurs. The student teaching deepens their individual understanding as well.

As freshmen, students performing above grade level are able to take English I rather than enrolling in two English courses in order to provide more rigorous instruction in comprehension as well as writing skills.

MHS offers honor classes for students who want to continue advancing academically and are pursuing to graduate as an honor student or in the top ten percent of the class. SAT/ACT Preparation is also offered for students wanting to participate in the tests more than once in order to increase their opportunity to earn college scholarships. Students have the opportunity to participate in dual credit enrollment with South Plains College. Students that participate in dual credit are allowed to attend The Academy that is incorporated into the high school. The Academy has been created to resemble the college atmosphere rather than a typical high school classroom. Students attend this classroom to complete assignments, counsel with

the teacher if having issues with submitting assignments or accessing the platform being utilized for the class. Muleshoe High School will have three students graduate from South Plains College with an associate's degree before they graduate from high school. Students receive a reimbursement of the cost of their dual credit classes if they provide a passing grade at the end of the semester.

3c. Special education:

Muleshoe High School has two Special Education Teachers and 4 Special Education Assistants that serve the Special Education population of approximately 50 students enrolled on the campus. Each teacher has a specific caseload so parents receive progress reports and are able to track their child's progress.

MHS offers services needed so academic success can be achieved. Many of the MHS students are enrolled in general education classes with academic support so they receive all instruction with nondisabled peers and have accommodations in place. Students also have the option of enrolling in a period every day to receive help on assignments and have the opportunity to complete work before leaving for the day. Students receive instruction in a resource setting if more assistance is needed. MHS also offers a more structured environment that focuses on life skills so students have the opportunity to learn necessary skills so independent living can be achieved.

MHS partners with job training business for intellectually challenged students in Sudan, Texas. We have several students who choose to take advantage of this opportunity. Students learn life skills, receive specific hands-on job training and have the potential to earn a job with this business after graduation.

MHS Teachers have the same high academic and behavior expectations of the other students on the campus. Students receiving special education services are included in the small group interventions during the extra 30 minutes a day, before and after school tutorials as well as CTE Classes that are offered.

All students are encouraged to get involved in activities and groups on the campus. For example, students that receive special education services are involved in UIL Academics, TACS Academic Challenge, MHS Drum-Line, showing livestock, Career and Technical Education Classes, and participating in band and athletics.

3d. English Language Learners, if a special program or intervention is offered:

Muleshoe High School employs a teacher that works well with students that are limited English speakers. These students are assigned to her class for one period a day as well as 30 minutes extra during each day. During the class period, she incorporates oral language, vocabulary, and teaching techniques to help the students understand and learn English. It was observed in her class one day during Talk Tuesday. The teacher had a paragraph on the Smartboard with 5 sentences or questions. Each student had to read 3 of the 5 sentences or questions and then answer them in front of the class. All speaking had to be in English unless the teacher believed the student needed assistance. The answers the students provided were amazing and impressive.

During the extra 30 minutes a day, this teacher and her educational assistant provide academic assistance to the students by reteaching or providing additional information for academic assignments.

MHS employs two educational assistants and 1 teacher that provides in class support for students that are limited in English. These personnel are vital to the academic and social success of the students and MHS is experiencing much success.

One of the students is currently taking several honor classes, passed the TSI Test, competes in UIL Academics and has interviewed to be part of the foreign student exchange program. He is also contemplating enrolling in dual credit classes for his Junior Year.

We go to great lengths to ensure that our Emergent Bilingual students have the same opportunities as all students at MHS. One of the young men in our Emergent Bilingual program desperately wanted to try out

for MHS Cheerleader. He attended every practice, listened to suggestions from others to improve his cheer, change and jumps. He will be a 2022-2023 MHS Cheerleader!

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Muleshoe High School has several Migrant Students who receive the support and assistance from the district's two full time Migrant employees that work in the Migrant Office as well as classroom support as needed.

All Migrant students have the opportunity to attend tutorials two nights per week from 6:00-8:00 pm. These tutorials not only help students achieve their academic goals and requirements but also offer opportunities to learn English and explore career opportunities. They work on homework, acquiring fluent reading and math skills and learning the English language if needed.

Seniors that are enrolled in the Migrant program are encouraged to attend college as well as participate in CTE classes that will help them obtain Industry Certifications. The district Migrant coordinators organize college and tours and the campuses and visitations with college recruiters.

All students have additional academic and family support through the Migrant Program. Students meet with the representative and they council them on their grades, work, attendance, etc. Representatives from the Migrant Office assist MHS in making home visits when attendance is an issue. Muleshoe High School offers a summer program in the month of June for all Migrant students. This summer program helps advance the students' academic skills, provides extended opportunities that they might not be afforded because of their current family situations. They go on field trips to local plants and business as well as surrounding towns that have museums, science spectrums and a variety of other opportunities.

Muleshoe High School offers Family Night for all students and parents. Different activities and events are scheduled each year. Presentations specific to Migrant families are one of the many presentations throughout the night. The Migrant representatives have organized a game night for parents, provided educational demonstrations as well as guest speakers for the parents.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Muleshoe High School offers many opportunities so students find a place to belong. Due to the various interests of students, MHS offers as many classes as possible that will prepare students for the future. Muleshoe High School offers five TEA endorsements, eight Industry Based Certifications, and approximately thirty-six Career and Technical Education classes. Students determine their endorsement in 8th grade and then work toward earning the endorsement and participate in CTE courses.

Allowing students to choose classes that are of interest keeps students engaged and motivated to attend school and complete assignments. Students are able to learn and improve their skills so trade school or job attainment will be easier after graduation.

For the students wanting to attend post-secondary education, different opportunities are available. Students can become TSI compliant and take dual credit classes. Students are monitored closely to ensure success.

Muleshoe High School also offers a variety of extra-curricular activities that students can participate in daily. The band program is growing and students are exhibiting more skills and a better sound when playing. Students can participate in the Visual Arts Scholastic Event competition regarding art projects. Several students qualify for the state competition every year and are able to display their artwork. Student interest in Robotics is rising every year as well. This year is the first that MHS had 3 teams competing at the area competitions. Two teams advanced to regionals and one team was invited to the state competition. The agriculture department performs well every year at various Career Development Events, local stock shows, floral design certifications and agriculture mechanics. Students participating in UIL Academics are able to advance and compete for college scholarship money. MHS offers many athletic programs for both male and females. So far this school year, cross country had athletes advance to regionals, a powerlifter placed in the top 10 at state, varsity football participated in the postseason and the varsity girls' basketball competed in the postseason. Students have been engaged and motivated every day for both academic and non-academics.

Muleshoe High School understands the need to promote and encourage the development of students academically and socially. MHS teachers present a character lesson daily and students participate in discussions and activities. Our district wide counselor assists students on an as needed basis. We meet with students to introduce changes at the high school and address current events that might cause anxiety. MHS focuses on relationship building to support our students.

2. Engaging Families and Community:

Muleshoe is a small community and extended families are very involved in the lives of our students. We search for ways to not only communicate with parents but also to communicate with the entire community. We hired a marketing company this year to assist us with innovative ways to communicate with all of our stakeholders.

Muleshoe High School set a goal this year to develop strategies to improve our relationship and communication with our families and community to improve student achievement. We look at student achievement not only academically but also in acquiring skills to ensure success during and after high school graduation, skills for problem solving and decision making, and skills for interacting with peers and adults.

Muleshoe High School hosts two parent teacher conferences per year and two open houses per year. The first open house is a meet the teacher event in August the night before school begins. This gives parents and students an opportunity to meet their teachers, walk the campus, and get an understanding of where their classes will be, and meet the administrative and office staff.

The open house in the spring is to showcase classes, student work, and our Career and Technical Education courses that are offered at the high school. This day is advertised as an opportunity for families and the entire community. We encourage parents of our younger students to attend this open house and walk through the high school to develop an understanding of all that is offered during their child's future education days.

During our evening tutorials parents have the opportunity to learn English. We not only offer the class for parents but we also provide tutoring for all grade levels and a nursery for children who are too young to attend classes in the school district.

Muleshoe High hosts parent meetings in August to explain all high school requirements, graduation requirements, endorsements, dual credit, electives, and CTE courses. We also take time to explain attendance and how attendance has a correlation to high school credit.

Family and Community night is held one to two times per year. We discuss academics, accountability, assessment, and play games to develop deeper relationships between community and school.

Muleshoe High School administration has an open-door philosophy for parent conferences over academics, personal issues the family and/or students are experiencing and any other concerns they might have.

3. Creating Professional Culture:

Muleshoe High School staffs approximately 38 teachers and 6 educational aids. The office staff includes the principal, assistant principal, counselor, student services coordinator and 2 secretaries. The district also employs a District Wide Counselor that provides help to all campuses.

Muleshoe High School provides a mentor teacher for all new staff at MHS. This mentor is available to help the new teacher with setting up grades, requesting transportation, entering lesson plans in the district determined database, attendance, etc. MHS offers more extensive support for teachers completing the alternative certification program and for those new to the profession. These teachers have a mentor at the school, required training is provided by school personnel, an advisor through the alternative certification program, and meetings with school administration. Progress through the alternative certification program is closely monitored to ensure success. All first and 2nd year teachers attend New Teacher Academy every month.

At the beginning of each school year, specific training is provided so new teachers feel more comfortable with the various aspects of the school system. The mentor is available throughout the school year in case the new teacher has difficulty. School personnel offer training on how to input your lesson plans, how to set up the percentages in the digital gradebook, and how to deliver curriculum with the use of technology in each content area. Career and Technical Education and Fine Arts meet together for their meetings. The expectations are for teachers to collaborate regarding curriculum, prepare lesson plans, and develop the next Common Assessment. The committees meet all day once at the beginning of 5 of the 6 six weeks and one time weekly for 45 minutes.

MHS has incorporated research-based teaching strategies into all classrooms. Teachers are trained in these techniques throughout the school year through Mini-PD lessons. Administrators watch for these techniques as walk-throughs are completed in classes and documentation is collected for later discussions.

MHS has started an Employee of the Week for all staff members. A Google Survey is sent to all teachers and students on Monday and they are able to nominate through Wednesday afternoon. The person nominating must provide why the person deserves the honor in written form. At the end of the week, the 2 employees are notified by students recognized with a soft drink, priority parking for the next week and are allowed an hour for lunch one day.

4. School Leadership:

Muleshoe High School administration consists of a principal, assistant principal, counselor and student services coordinator. Each one of these individuals have specific job responsibilities that ensure the high school runs efficiently. Teachers are expected to have lesson plans in an external database on Monday at the beginning of the week. The principal monitors the lesson plans and communicates with teachers to ensure everyone is planning for every day. The assistant principal is responsible for the safety of the campus by planning safety drills, the liaison between the school marshal and law enforcement. Both the principal and assistant principal complete formal and informal walk-throughs in all classes. Both administrators also complete scheduled evaluations for teachers. The counselor assists students emotionally when needed. The counselor is also responsible to ensure that Special Education, 504 and English Language Learner meetings are held on time and teachers receive the accommodations students need for classes. The counselor is responsible for state testing that is required on the campus. The student service coordinator is responsible for graduation plans, credits earned by students, meeting with students to ensure endorsements are being earned, registering for TSI/ACT/SAT and completing Federal Application for Federal Student Aid.

MHS has 30 minutes scheduled every day for a variety of intervention and enrichment instruction to meet the students' individual needs. The teachers communicate with the principal regarding student needs and the principal has specific classes established, for example:

End of Course Tutorials, TSI Support, UIL Academics, Dual Credit, or a Study Hall. Classes change daily depending on students' needs.

The principal creates a newsletter every week and shares with the entire district as well as the local TV channel. The principal also adds events to the District Calendar so anyone is able to view upcoming events.

The principal schedules parent/student meetings before school begins in August. The meetings are set up for each grade level. Parents are provided graduation requirements, information regarding classes and STAAR End of Course Exams as well as attendance. Parents are allowed to ask questions to help each person understand and Expect Success at Muleshoe High School.

It is the philosophy of the MHS administration to create a collaborative environment and to grow teacher leaders who will not only help implement effective teaching strategies and help grow new teachers, but will one day become administrators themselves. We are committed to "growing our own" teachers and administrators.

5. Culturally Responsive Teaching and Learning:

Muleshoe High School has many students who struggle academically, socially, and emotionally. We have tried to create an environment for students and families that is open and welcoming. These families face many different issues and challenges. For many of our families their high school students are the first in the family to complete a high school education. Many families are either single parents or both parents are working extensive hours each day.

We start our school year promoting parent communication with our teachers. We start off by inviting parents to the campus in August to learn as much about high school requirements as possible. Our teachers are required to reach out to parents when problems arise before asking for office help. We host two parent/teacher conferences per year. We typically have 85% or better participation in person by our parents. Teachers and administrators then reach out to those parents who could not attend on campus but make phone calls or home visits. We are committed to building a relationship with the family to ensure better learning for our students.

Muleshoe High School offers after school tutorials Monday through Thursday until 4:30. Students can attend the class in which assistance is needed; science, math or English. Tutorials are also provided on Tuesday and Thursday evenings from 6:00-8:00. Transportation is provided and a nursery is provided if the family would like to attend the tutorials together.

ladies that work in the Migrant Office. Seniors that are enrolled in the program have the option of attending colleges and touring the campuses and visiting with recruiters. All students have additional academic and family support through the Migrant Program. Students meet with the representative and they council them on their grades, work, attendance, etc. Representatives from the Migrant Office assist MHS in making home visits when attendance is an issue.

Muleshoe High School offers Family Night for students and parents. Activities and events are scheduled each year. The Migrant representatives organized a game night for parents, provided educational demonstrations as well as guest speakers.

Due to the various nationalities and cultures at Muleshoe High School, all students are treated with respect from staff and students. Students are encouraged to share their opinions and ask questions during class discussions. All students are encouraged to access the available programs and join extracurricular activities if they choose and meet requirements.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Muleshoe High School has incorporated many adjustments and changes over the past several years. Changing the mindset and culture within our staff by implementing Common-Sense Planning (CSP) Teams as well as research-based teaching strategies into all classrooms is making a difference.

Teachers are expected to plan lessons and common assessments with their CSP Teams. Lessons are documented in a district selected database for administration to view. Teachers include the TEK, objective, vocabulary, materials, "I Will" statements, critical thinking questions, formative assessment, and methods of reteaching or enriching the individual students. Teachers also include 504, special education and Emergent Bilingual accommodations. The last item included on lesson plans are the selected teaching strategies. This information allows administration to observe specific teaching strategies and student progress. At the end of the grading period, students are given a common assessment where data is disaggregated to determine specific progress. Students are able to receive additional academic support or enrichment based on the individual student data. Teachers are able to examine each TEK and determine if the teacher taught the skills to a level of mastery. If many students did not understand a specific TEK, the teacher can reteach to ensure that students are ready to proceed further in the curriculum.

High school administration is deliberate and intentional with walk-throughs, evaluations and conversations with teachers. This process is to ensure lesson delivery aligns with the lesson planned in the CSP Meeting. Administrators being present in the classes allows the monitoring of critical thinking questions, student engagement, and formative assessments to determine if academic progress and instructional differentiation is occurring for the students in need of accommodations. This process also allows the administrator and teacher to meet and reflect on the planning process to ensure high rigor aligned to state assessment is occurring on a daily basis. After lesson planning, lesson delivery, and a formative assessment to monitor student understanding and mastery, the CSP Teams discuss the strategies that worked well and the strategies that did not show success for students. Teachers collaborate to determine which TEKS need to be retaught in a different method of presentation. Teacher data is compared to determine which teacher had the highest level of success on each TEK tested and small groups are formed for reteach to continue on the road to student success.

Muleshoe High School Staff and Faculty believe:

"Every Student Can Learn at the Highest Level" ~ Mike Mattos.