Agenda
Midlothian ISD
Board of Trustees Regular Meeting

L.A. Mills Administration Building
100 Walter Stephenson Road
Midlothian, Texas 76065

October 19, 2020 – 5:00 PM

Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session upon completion of closed session

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A Regular Meeting of the Board of Trustees of Midlothian ISD will be held October 19, 2020, beginning at 5:00 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

For those attending in person, social distancing guidelines will be followed. Members of the public may access this meeting in real time by clicking the video conference link and selecting the Board of Trustees Regular Meeting for October 19, 2020.

The open portions of this meeting will be streamed live and recorded. The video will be made available to the public on the District's website.

PUBLIC COMMENT – Public comments related to this meeting will be accepted in person and virtually, in accordance with the Open Meetings Act and Local District Policy, BED(LOCAL). Members of the public wishing to address the Board during the public comment portion of this regular meeting shall be limited to five minutes.

Individuals wishing to speak remotely, should complete an online Public Comment Form for virtual participation prior to 4:00 pm on October 19, 2020. ***Please note:*** *Comments will not be read into the record. Those participating virtually will be admitted to the meeting at the designated time to speak via the Zoom link with meeting ID: 821 0648 9872.* In-person participants must sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee by 5:50 p.m. on October 19, 2020. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

1. CALL TO ORDER
2. FIRST ORDER OF BUSINESS
    A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551
3. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

A. Consideration of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
B. Consider Purchase, Exchange, Lease, or Value of Real Property 551.072
C. Students, Texas Government Code 551.082, 551.0821
1. Discipline Issues
2. Non-Discipline Issues
4. RECONVENE TO OPEN SESSION
5. INTRODUCTION OF MEETING
A. Invocation
B. Pledges of Allegiance
6. PUBLIC COMMENT - Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.
7. CONSENT AGENDA
A. Consider Meeting Minutes
1. August 13, 2020 - Special Meeting Minutes 4
2. September 21, 2020 - Regular Meeting Minutes 6
3. October 6, 2020 - Special Meeting Minutes 12
B. Quarterly Investment Report 14
C. Consider Requisitions over $50,000 16
D. Consider Budget Amendments 20
E. Consider Approval of Gifts and/or Donations 22
F. Consider Usage and Designation of Portions of Fund Balance 23
G. Consider and Approve SHAC Committee AIM Programming Recommendations 26
H. Consider and Approve Budget Calendar for 2021-2022 27
I. Update to Library Board Membership 31
J. Consider and Approve SHAC Committee Members for 2020-2021 32
8. DISCUSSION/ACTION ITEMS
A. Receive Auditor Report for 2019/2020 34
B. Consider 2020-2021 District and Campus Improvement Plans 35
C. Consider Request to Issue RFP for Technology Services and Equipment 685
D. Consider Suspending Board Standard Operating Procedures Pending Legal Review to Ensure Procedures are in Alignment and Compliance with Board Policies 696
E. Action, if any, on Items Discussed in Closed Session
9. INFORMATION ITEMS
A. Review Boundary Process and Parameters 697
B. Board Priority 1-B: Goal 1 Academics CTE Departmental Report 707
C. Consider Policy Revisions to EIE (LOCAL) and FNA (LOCAL) 757
D. Review Public Comment Parameters and Procedures
10. Superintendent's Report and Announcements

11. ADJOURNMENT OF MEETING

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:	
551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel, or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Discussing personally identifiable information about a public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed meeting or session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Theda McGrew
Superintendent Administrative Assistant

Minutes of Special Meeting
The Board of Trustees
August 13, 2020

Board Members Present:	Matt Sanders*	Carl Smith	Tami Tobey*
	Heather Prather	Bobby Soto	Andrea Walton
	Gary Vineyard*		
Administration Present:	Lane Ledbetter	Courtney Carpenter	Karen Fitzgerald
	Judy Walling	Leslie Garakani,	KayLynn Day
	Jim Norris		

**Participated remotely*

1. FIRST ORDER OF BUSINESS
   A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

      The meeting was called to order at 5:30 p.m.

2. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Ch. 551
   No closed session for this meeting.

3. RECONVENE TO OPEN SESSION
   N/A

4. PUBLIC COMMENT - In accordance with the Open Meetings Act and Local District Policy, BED (LOCAL), members of the public wishing to address the Board during the public comment portion of a SPECIAL MEETING shall be limited to items on the agenda posted with notice of the meeting.

   - Kim Domke, 2229 Woodland Circle, Midlothian– spoke on class rank and the communication process.
   - Trevor Tobey, 2206 Somerset, Midlothian – spoke about class rank and GPA and an independent audit.
   - Weston Dawson, 2540 Kimberley Court, Midlothian – submitted a public comment to be read into the record regarding communication and information relating to class rank/GPA.
   - Mindy Bell, 5841 Montgomery Rd., Midlothian – submitted a public comment asking for an external audit of the GPA and class rank calculations.
   - Glenda and Jeff Chambers, 5010 Judy Drive, Midlothian – submitted a written statement relating to GPA errors.

- Kennedy King, 5202 Ambassador Drive, Midlothian – submitted a written statement asking for an independent audit of class ranks and GPA's for the class of 2022.

5. INFORMATION ITEMS
   A. Consider Revisions to Local Policy AE (LOCAL)
      Dr. Heathcote presented information relating to AEA and AE (LOCAL) with the recommendation to wait for additional guidance and information from TASB policy services relating to the creation of policy AE (LOCAL).
   B. Consider Update on Grade Point Average and Class Rank for 2020-2021
      Judy Walling and the Department of Learning presented an overview of EIC(LOCAL), Class Rank and GPA and the validation process.

6. DISCUSSION/ACTION ITEMS
   A. Action, if any, on Items Discussed in Closed Session

7. ADJOURNMENT OF MEETING
   The meeting adjourned at 7:14 p.m.

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Board President Board Secretary

October 19, 2020

Date

Minutes of Regular Meeting
The Board of Trustees
September 21, 2020

Board Members Present:	Matt Sanders	Carl Smith	Heather Prather	Tami Tobey
	Bobby Soto	Andrea Walton		
Board Members Absent:	Gary Vineyard			
Administration Present:	Lane Ledbetter	Courtney Carpenter	Karen Fitzgerald	
	Judy Walling	Leslie Garakani	KayLynn Day	
	Jim Norris			

1. FIRST ORDER OF BUSINESS
   A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

The meeting was called to order at 5:00 pm with a quorum or board members present.

The Board moved out of open session at 5:00 pm and into closed session at 5:05 pm

2. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Gov't Code Chapter 551.
   A. Consideration of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and
   Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
   B. Consider Purchase, Exchange, Lease, or Value of Real Property 551.072
      1. Consideration of sealed bids received by the District in response to the solicitation of bid for the sale of the District's interest in the following described properties: The surface only and any improvements thereto described as being:
      PROPERTY 1: Lot 2, Midlothian Heritage High School, being approximately 6.076 acres of vacant land located at the northwest corner of FM 1387 and Walnut Grove Road, Midlothian, Texas 76065; and
      PROPERTY 2: Lot 3, Midlothian Heritage High School, being approximately 1.520 acres of vacant land located at the northwest corner of FM 1387 and Westminster Drive, Midlothian, Texas 76065
   C. Students, Texas Government Code 551.082, 551.0821
      1. Discipline Issues
      2. Non-Discipline Issues

The Board moved out of closed session at 5:59 pm.

3. RECONVENE TO OPEN SESSION

The Board reconvened in open session at 6:04 pm.

4. INTRODUCTION OF MEETING

A. Invocation

Bobby Soto gave the invocation.

B. Pledges of Allegiance

The pledges were led by students from Mt. Peak Elementary.

5. PRESENTATIONS / RECOMMENDATIONS

A. AP Scholar Recognition

B. National Merit Scholars

The MHS and Heritage AP Scholars for 2020 (11th, 12th, 12th+ Grade Students) were recognized and honor via a video presentation.

6. PUBLIC COMMENT - Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak should sign in and complete a "Public Comment Form" and present it to the Board President or designee by 5:50 p.m. Speakers are limited to five minutes. In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons on items not listed on the agenda.

- Timothy Fitten, 3022 Le Manns, Midlothian – spoke about the RFP calendar and demographic report.
- Glenda Chambers, 5010 Judy Drive, Midlothian- submitted a comment to be read into the record regarding GPA, class rank and transcript concerns.
- Mindy Bell, 5841 Montgomery Road, submitted a written comment related to GPA and class rank.
- Anna Hernandez, 1181 Meghan Lane, Midlothian – addressed the Board on Hispanic Heritage report and the percentage of participation.

7. CONSENT AGENDA

A. Consider Meeting Minutes

1. August 17, 2020 - Regular Meeting Minutes
2. September 1, 2020 - Special Meeting Minutes

B. Consider Requisitions over $50,000
C. Consider Budget Amendments
D. Consider Approval of Gifts and/or Donations
E. Consider Annual Investment Policy and Report
F. Consideration of the Upcoming MISD RFP Calendar
G. Consider Update 115
H. Consideration of an Amendment to the Agreement with the Midlothian Historic Gymnasium Project

Carl Smith asked to pull Item B in order to abstain from the vote due to a conflict of interest. Andrea Walton asked to pull Item D and G.

Heather Prather moved, seconded by Tami Tobey, to approve the consent agenda as presented with the exception of Items B, D. and G. The motion passed with a vote of 6-0.

Item B: Consider Requisitions over $50,000 – Heather Prather moved, seconded by Matt Sanders, to approve Item B as presented. The motion passed with a vote of 5-0-1. Carl Smith abstaining from the vote.

Item D: Consider Approval of Gifts and/or Donations – Andrea Walton moved, seconded by Tami Tobey, to approve Item D as presented. The motion passed with a vote of 6-0.

Item G: Update 115 (FFG) – Andrea Walton moved, seconded by Heather Prather, to approve Item G as presented. The motion passed with a vote of 6-0.

8. DISCUSSION/ACTION ITEMS

A. Consider Bond Orders

1. An Order Authorizing the Issuance of Midlothian Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020-A; Levying a Tax and Providing for the Security and Payment Thereof; Providing for the Award of the Sale Thereof in Accordance with Specified Parameters; Authorizing the Execution and Delivery of a Purchase Agreement Relating to Such Bonds; Approving the Preparation of an Official Statement and Notice of Sale; and Enacting Other Provisions Relating Thereto

After surveying the recent bond indebtedness for MISD, Josh McGlaughlin with BOK, Financials, provided that MISD can redeem two bond series early, saving tax payers approximately $13,248,835 in future interest costs.

Tami Tobey moved, seconded by Bobby Soto, for the approval of the order authorizing the issuance of Midlothian Independent School District Tax Refunding Bond, Series 2020-A. The

motion passed with a vote of 6-0.

2. An Order Authorizing the Issuance of Midlothian Independent School District Unlimited Tax Refunding Bonds, Series 2020-B; Levying a Tax and Providing for the Security and Payment Thereof; Providing for the Award of the Sale Thereof in Accordance with Specified Parameters; Authorizing the Execution and Delivery of a Purchase Contract and a Paying Agent/Registrar Agreement Relating to Such Bonds; Approving the Preparation of an Official Statement and Notice of Sale; and Enacting Other Provisions Relating Thereto

Heather Prather moved, seconded by Carl Smith to approve the order authorizing the issuance of Midlothian Independent School District Tax Refunding Bond, Series 2020-B. The motion passed with a vote of 6-0.

B. Set the Tax Rate for 2020/2021

Heather Prather moved, seconded by Carl Smith, that the property tax rate be increased by the adoption of a tax rate of $1.3798, which is effectively a 1.64% increase in the tax rate. The motion passed with a vote of 6-0, followed by Matt Sanders reading the resolution.

C. Consider 2Q2020 Demographic Report

Brent Alexander provided the demographic and enrollment report for the second quarter of 2020.

D. Consideration of Approval of the Schematic Design for Elementary No. 08

Heather Prather moved, seconded by Carl Smith, to approve the schematic design as presented. The motion passed with a vote of 6-0.

E. Consider to Approve School Attorney/Firm

Tami Tobey moved, seconded by Carl Smith, to approve a pool of attorney firms, including Walsh Gallegos, Leasor & Crass, and Eichelbaum Wardell, to represent MISD as legal counsel. The motion passed with a vote of 6-0.

F. Action, if any, on Items Discussed in Closed Session

1. Consideration of and possible action, including adoption of a resolution, regarding sealed bids received by the District for the sale of the District's interest in the following described property: The surface only and any improvements thereto described as being: PROPERTY 1: Lot 2, Midlothian Heritage High School, being approximately 6.076 acres of vacant land located at the northwest corner of FM 1387 and Walnut Grove Road, Midlothian, Texas 76065.

Carl Smith moved, seconded by Bobby Soto to approve the resolution approving the conveyance of the surface only of Lot 2, Midlothian Heritage High School, beign approximately 6.076 acfres of vacant land located at the northwest corner of FM 1387 and Walnut Grove

Road, Midlothian, Texas 76065, and authorize the Superintendent to negotiate and execute a contract. The motion passed with a vote of 5-0-1. Andrea Walton abstaining from the vote.

2. Consideration of and possible action, including adoption of a resolution, regarding sealed bids received by the District for the sale of the District's interest in the following described property: The surface only and any improvements thereto described as being: PROPERTY 2: Lot 3, Midlothian Heritage High School, being approximately 1.520 acres of vacant land located at the northwest corner of FM 1387 and Westminster Drive, Midlothian, Texas 76065.

Tami Tobey moved, seconded by Carl Smith, that the Board reject all bids received by the District regarding the sale of the District's interest in the surface only of Lot 3, Midlothian Heritage High School. The motion passed with a vote of 5-0-1. Andrea Walton abstaining from the vote.

The Board took a brief recess at 8:03 pm and was back in session at 8:15 pm.

9. INFORMATION ITEMS

As information items, trustees were provided videos prior to the meeting to review. The agenda items provides an opportunity for questions and discussion.

A. Update on Teacher Incentive Allotment Program

As a byproduct of HB3, a larger district committee as well as individual campus committees are developing a plan to submit to TEA.

B. Consider Strategic Plan and Long Range Planning Process

Karen Fitzgerald provided an overview of the progres from the last five years and the timeline to develop a plan for the next three to five years.

C. 2020-2021 District and Campus Improvement Plan Process

Courtney Carpenter shared an update on the 2020/2021 District and Campus Improvement Plans for MISD.

D. Midlothian Education Foundation Presentation

Anna Hammonds, MEF President, provided an overview of the accomplishments for 2019/2020 and projections for 20/21.

E. Consider Results from Inter-district Survey of First Responders, Aramark, SROs and Part-Time Staff

Al Hemmle discussed the results of the recent inter-district survey and administration will bring a proposed policy revision back to the Board in December for consideration.

F. Consider Process for Naming Elem 8 (CW Local)

Judy Walling outlined the policy for naming facilities within MISD and provided a timeline of events working toward a recommendation to the Board.

G. Board Priority 1-B: Goal 3 Safety and Security Department of Learning SEL Report

Becky Wiginton provided information and an update on Social and Emotional Learning and the Comprehensive Guidance Program.

H. Consider Replacement Schedules

The schedule of replacements for MISD was provided to the Board as information.

I. Consider Usage and Designation of Portions of Fund Balance

According to a Resolution to amend GASB No. 54 (approved by the Board of Trustees in October 2013) the Board is allowed to allocate funds into any or all of five categories, as they deem fit prior to the issuance of the financial statements for the year. Specific designation and action will be taken at the October regular meeting.

J. Superintendent's Report and Announcements

1. Business Reports
2. Key Dates

10. ADJOURNMENT OF MEETING

The meeting adjourned at 8:45 pm.

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Board President Board Secretary

October 19, 2020

Date

Minutes of Special Meeting
The Board of Trustees
October 6, 2020

Board Members Present:	Matt Sanders Heather Prather	Carl Smith Tami Tobey	Gary Vineyard* Andrea Walton
Administration Absent:	Bobby Soto		
Administration Present:	Lane Ledbetter Judy Walling Jim Norris	Courtney Carpenter Leslie Garakani,	Karen Fitzgerald KayLynn Day
Guests:	Dr. David Holland, DF Holland Consulting		

**Participated virtually*

1. FIRST ORDER OF BUSINESS
   A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

      The meeting was called to order at 5:31 p.m.

2. RECONVENE TO OPEN SESSION
   N/A

4. PUBLIC COMMENT - **Please note as of October 1, 2020, MISD has returned to *in-person only* public comment.** In accordance with the Open Meetings Act and Local District Policy, BED(LOCAL), members of the public wishing to address the Board during the public comment portion of a SPECIAL MEETING shall be limited to items on the agenda posted with notice of the meeting.
   - Timothy Fitten, 3022 Le Manns, Midlothian – spoke to the Board regarding accepting public comments virtually.
   - Glenda Chambers, 5010 Judy Drive, Midlothian – addressed the Board regarding GPA, class rank and transcripts for Junior students.

5. INFORMATION ITEMS
   A. Receive an Update Related to GPA and Class Rank
      Leslie Garakani and Becky Wiginton provided an update on the GPA and Class Rank audit along with the exteral auditor, Dr. David Holland of DF Holland Consulting.

B. Receive an Update on Protocols and Procedures Relating to COVID-19
Dr. Shorr Heathcote presented the protocols for staff and students exposed or diagnosed with COVID along with the procedures for contact tracing.

The Board moved out of open session at 7:02 pm and into closed session at 7:09 pm.

3. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Ch. 551
   A. Consideration of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues

   B. Students, Texas Government Code 551.082, 551.0821

   The Board moved out of closed session and into open session at 7:23 pm.

6. DISUSSION/ACTION ITEMS
   A. Action, if any, on Items Discussed in Closed Session
   N/A

7. ADJOURNMENT OF MEETING
   The meeting adjourned at 7:23 p.m.

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Board President Board Secretary

October 19, 2020

Date

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Quarterly Investment Report**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	Board Policy CDA (LEGAL) requires the District investment officer to prepare a written report of investment transactions for all funds covered under the Public Funds Investment Act. This report shall be presented to the Board and Superintendent not less than quarterly, within a reasonable time after the end of the period. • Total Cash Balances decreased from last quarter due to the payment of construction in progress for Bond Funds and the decrease in tax collections due to the time of year. • Total Interest earned this quarter was $75,806.28 which is less than the prior quarter by $87,160.20 primarily due to lower Construction Fund balances for most of the quarter due to monthly pay outs and plummeting interest rates due to the economic results of COVID19. The cash balance decreased by approximately $24.9 million due to the payment of construction in progress and normal operating expenses. • The decrease in interest rates are as follows- Lone Star rates decreased from last quarter from 0.355% to 0.118%, TexPool rates decreased from 0.313% to 0.177% and First Financial decreased from 0.210% to 0.114%. A detailed report is presented covering the quarter beginning July 1, 2020 and ending September 30, 2020.	
Fiscal Impact/Budget Function Code:	None	
Policy:	CDA (LEGAL)	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	The Administration recommends the Board approve the quarterly investment report as presented.	
Motion:	Presented as a consent Item: If the item is pulled from the consent agenda, the motion might be: "I move that the quarterly investment report be approved as presented."	
Presenter:	Jim Norris	

Midlothian ISD Investments 7/01/2020 - 9/30/2020

	Balance at 07/01/20	Deposits	Withdrawals	Interest	Balance at 09/30/20	Fund Totals	First Financial Checking & MMA	Lone Star	TexPool	Total
Fund 163 Payroll										
Checking Account-FFB	74,113.72	16,503,876.67	(16,528,481.63)	203.08	49,711.84		49,711.84			
						49,711.84				
Fund 199 General Fund										
Worker Comp Checking Account-FFB	97.01	100.00	(125.00)	0.02	72.03		72.03			
Lone Star Investment Pool	17,068,142.19	325,804.30	(12,501,332.25)	2,518.17	4,895,132.41			4,895,132.41		
TexPool	16,424,532.06	30,910,198.95	(25,368,870.90)	8,297.54	21,974,157.65				21,974,157.65	
						26,869,362.09				
Fund 240 Food Service										
Money Market account-FFB	182,385.84	102,645.23	(104,591.85)	39.54	180,478.76		180,478.76			
TexPool	494,130.33	125,138.15	0.00	246.53	619,515.01				619,515.01	
						799,993.77				
Fund 461 Campus Activity										
TexPool	728,378.45	16,897.86	0.00	326.84	745,603.15				745,603.15	
						745,603.15				
Fund 499 Child Care										
TexPool	205,880.41	4,182.86	(70,698.55)	77.63	139,442.35				139,442.35	
						139,442.35				
Fund 599 Interest & Sinking (Debt Service)										
Lone Star Investment Pool	7,832,208.28	162,855.83	(330.46)	2,360.48	7,997,094.13			7,997,094.13		
TexPool	10,065,157.44	5,150.73	(8,519,593.56)	2,653.21	1,553,367.82				1,553,367.82	
						9,550,461.95				
Fund 694 Construction										
2017 Bonds Retainage	2,901,717.55	707,616.80	(35,252.79)	1,473.48	3,575,555.04					
2018 Series	15,784,603.95	1,059.16	(6,806,203.87)	5,701.52	8,985,160.76					
2020 Series	116,180,821.11	174,800.97	(6,403,726.22)	51,267.36	110,003,163.22					
						122,563,879.02			122,563,879.02	
Multi-fund Checking Account										
First Financial	526,783.64	39,082,835.37	(36,788,637.11)	640.88	2,821,622.78		2,821,622.78			
						2,821,622.78				
TOTALS	123,989,118.75	88,123,162.88	(113,127,844.19)	75,806.28	163,540,076.95	163,540,076.95	3,051,885.41	12,892,226.54	147,595,965.00	163,540,076.95
							0.114%	0.118%	0.177%	

The investments listed above comply with the District's investment policy as defined in CDA (Local) and with relevant provisions of the Government Code, Chapter 2256.

Prepared by:

Dr. Lane Leabetter, Superintendent

Jim Norris, Asst. Superintendent for Finance and Operations

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Requisitions over $50,000**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The following: Superior Fiber & Data Services, Inc. – Cabling, testing, documentation and cutover support for Randal Hill Support Services Center – 2016 Bond Funds - $62,403.55	
Fiscal Impact/Budget Function Code:	These requisitions are budgeted from the General Fund.	
Policy:	CH (Local)	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	It is the Administration's recommendation that the requisitions of $50,000 or over be approved.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the requisitions of $50,000 or over as presented."	
Presenter:	Jim Norris	

REQ DATE
09/24/2020

REQUISITION NUMBER
0000094110

PRINTED 10/01/2020

VENDOR KEY : SUPERIOR005
SHIP DATE : 09/23/2020
FISCAL YEAR : 2020-2021
ENTERED BY : MOSS DON000
ORIGINAL REQ # : 0000094110

VENDOR:
SUPERIOR FIBER & DATA SERVICES, INC
1711 BRIERCROFT COURT STE 154
CARROLLTON, TX 75006

SHIP TO:
MIDLOTHIAN I.S.D.
100 WALTER STEPHENSON ROAD
MIDLOTHIAN, TX 76065

ATTN: DONETTE MOSS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1		Buyboard 579-19 exp 12/31/21 CONDUIT REWORK 1. Superior shall intercept the (2) 4" conduits running from the Randall Hill Support Center and install a pull box on MISD property. The 2" running from the Auxiliary building will be redirected to the new pull box. FIBER BACKBONE CABLING 1. Provide materials and labor to install, terminate, label and test the following fiber segments: a. (1) 12 Strand SM fiber between the Randall Hill Support Center Building and the Auxiliary Building. 2. All fiber will terminate utilizing LC connectors and will land in the appropriate style enclosure utilizing a 12 strand LC adapter panel. TESTING/DOCUMENTATION/CUTOVER SUPPORT 1. All cabling shall be tested after termination. 2. As-built's for workstation shall be provided at the completion of the project in AutoCAD format with customer provided floor plans in AutoCAD. **ACCOUNT SUMMARY (FOR INTERNAL USE)** **ACCOUNT NUMBER** **ACCOUNT AMOUNT** 694 E 81 6649 46 903 0 99 000 13,655.00 **CommCode:** Contracted Services Outsourced	13655.00000	13,655.00
			PAGE TOTAL	13,655.00
			TOTAL	13,655.00

This is a Requisition and not an official Purchase Order.
The District is not financially responsible for the unauthorized purchases made with a Requisition.

REQ DATE
09/24/2020

REQUISITION NUMBER
0000094107

PRINTED 10/01/2020

VENDOR KEY : SUPERIOR005
SHIP DATE : 09/23/2020
FISCAL YEAR : 2020-2021
ENTERED BY : MOSS DON000
ORIGINAL REQ # : 0000094107

VENDOR:
SUPERIOR FIBER & DATA SERVICES, INC
1711 BRIERCROFT COURT STE 154
CARROLLTON, TX 75006

SHIP TO:
MIDLOTHIAN I.S.D.
100 WALTER STEPHENSON ROAD
MIDLOTHIAN, TX 76065

ATTN: DONETTE MOSS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1		Buyboard 579-19 exp 12/31/21 Horizontal Cabling 1. Provide materials and labor to install, terminate, label and test a total of (152) cables a. (54) - 2D (Cat6) - WALL b. (10) - 2D (1 Cat6A & 1 Cat6) WAP - CEILING c. (14) - 1D (Cat6) SECURITY - CEILING d. (5) - 2D (Cat6) CONTINGENCY 2. All cabling will terminate at the station end utilizing the appropriate plate/box. 3. All cabling will originate from the MDF and will terminate on modular patch panels. 4. Labels shall be installed on all cable ends, patch panels, faceplates and cable termination points. COPPER AND FIBER BACKBONE CABLING 1. Not included in base bid. PATHWAYS 1. Superior shall provide and install j-hooks sized to support the horizontal cables. 2. Superior shall provide and install raceway and boxes for any drop shown to be installed in the original portion of the building as well as any cinder block walls. MDF/IDF ROOM 1. Superior shall provide labor and materials to install (1) 4-post racks with (2) 6" vertical managers. 2. 18" Ladder rack will be installed for the new rack to the back wall to ensure that all cabling can be properly dressed/supported. PATCH CORDS 1. Superior shall provide (128) category 6 patch cord - 8" blue (DATA) 2. Superior shall provide	48748.55000	48,748.55

CONTINUED ON NEXT PAGE

PAGE TOTAL	48,748.55
TOTAL	48,748.55

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MIDLOTHIAN, TX 76065

ATTN: DONETTE MOSS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		(128) category 6 patch cord - 10' blue (DATA) 3. Superior shall provide (14) category 6 patch cord - 8" green (SEC.) 4. Superior shall provide (14) category 6 patch cord - 10' green (SEC.) 5. Superior shall provide (10) category 6Apatch cord - 8" yellow (WAP's) 6. Superior shall provide (10) category 6A patch cord - 10' yellow (WAP's) 7. Superior shall provide (4) 2 meter SM patch cord EQUIPMENT Superior is not providing any active equipment. ALT - CABLE TRAY Superior shall provide and install 6" cable tray down the hallway in the original section of the building (between the gym and the "new" section). TESTING/DOCUMENTATION/CUTOVER SUPPORT 1. All cabling shall be tested after termination. 2. As-built's for workstation shall be provided at the completion of the project in AutoCAD format with customer provided floor plans in AutoCAD.		

ACCOUNT SUMMARY (FOR INTERNAL USE)

ACCOUNT NUMBER	ACCOUNT AMOUNT
694 E 81 6649 46 903 0 99 000	48,748.55

CommCode: Contracted Services Outsourced

PAGE TOTAL	0.00
TOTAL	48,748.55

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Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**2020-2021 Budget Amendment**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	The following amendments have been presented to the Board for consideration for October 2020: **General Operating Fund** • Transfer $14,431 from Instruction ($8,900), Instructional Administration ($5,031) and School Leadership ($500) to Staff Development for training for Early Education Allotment. • Transfer $1,565 from School Leadership to Security for SmartPass software for HHS. • Revise budget $88,065 to record PPE received from TEA/FEMA. • Transfer $10,469 from Staff Development to Instruction for Pear Deck software for Instructional Technology. • Transfer $7,031 from Staff Development to Instruction for Pear Deck software for Curriculum. • Revise budget for additional revenue from 19-20 Near Final Summary of Finances. • Revise budget for current year taxes and state funding.	
Fiscal Impact/Budget Function Code:	None	
Policy:	**CE (Legal), CE (Local)**	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	It is the Administration's recommendation that the amendments be approved.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the budget amendments to the 2020-2021 budget as presented."	
Presenter:	Jim Norris	

Adopted/Amended Budgets for Funds 170, 180, and 199 (Library, Athletics, General Fund)

Adopted/Amended Budgets for Funds 170, 180, and 199 (Library, Athletics, & General Fund)

	% OF BUDGET	ORIGINAL BUDGET TOTALS	PREVIOUS AMENDMENTS	THIS AMENDMENT	AMENDED BUDGET TOTALS	% OF BUDGET
Revenues						
57 Local	55.94%	$53,871,878	$14,400	$325,927 [6] [7]	$54,212,205	54.57%
58 State	42.94%	$41,346,541	$0	$2,695,358 [3] [6] [7]	$44,041,899	44.34%
59 Federal	1.12%	$1,079,500	$0	$0	$1,079,500	1.09%
Total Revs FY20-21	100.00%	$96,297,919	$14,400	$3,021,285	$99,333,604	100.00%
Expenditures FUNCTION						
11 Instruction	53.20%	$51,243,690	$1,125,362	($156,882) [1] [4] [5] [7]	$52,212,170	51.48%
12 Media Services	1.14%	$1,093,568	$0	$79,983 [7]	$1,173,551	1.16%
13 Staff Development	1.41%	$1,353,623	($8,462)	$200,025 [1] [4] [5] [7]	$1,545,186	1.52%
21 Instructional Administration	1.21%	$1,161,926	($4,000)	($86,335) [1] [7]	$1,071,591	1.06%
23 School Leadership	4.96%	$4,775,969	($3,500)	$356,116 [1] [2] [6] [7]	$5,128,585	5.06%
31 Counseling Services	3.35%	$3,229,121	$0	$90,380 [7]	$3,319,501	3.27%
32 Social Work Services	0.00%	$0	$0	$0	$0	0.00%
33 Health Services	1.15%	$1,109,929	$10,000	$94,275 [3] [7]	$1,214,204	1.20%
34 Transportation	2.58%	$2,479,708	$394,228	$24,308 [7]	$2,898,244	2.86%
36 Extra/Co-Curricular Activities	4.51%	$4,341,072	$0	($9,371) [7]	$4,331,701	4.27%
41 Central Administration	3.83%	$3,690,131	$0	$165,544 [7]	$3,855,675	3.80%
51 Maintenance	9.69%	$9,333,748	$1,038,582	($26,418) [6] [7]	$10,345,912	10.20%
52 Security	1.47%	$1,414,324	$10,714	$41,164 [2] [6] [7]	$1,466,202	1.45%
53 Data Processing	2.06%	$1,981,436	($3,414)	$19,048 [7]	$1,997,070	1.97%
61 Community Services	0.01%	$8,500	$0	$8,650 [7]	$17,150	0.02%
71 Debt Service	0.24%	$228,602	($55,882)	$0	$172,720	0.17%
81 Facilities	0.00%	$0	$0	$0	$0	0.00%
95 JJAEP	0.06%	$60,000	$0	$0	$60,000	0.06%
97 Payments to Tax Increment Fund	8.52%	$8,200,572	$0	$1,811,776 [7]	$10,012,348	9.87%
99 Tax Costs	0.61%	$592,000	$0	$0	$592,000	0.58%
Total Exps FY20-21	100.00%	$96,297,919	$2,503,628	$2,612,263	$101,413,810	100.00%
Budgeted Increase / (Decrease) to Fund Balance		$0	($2,489,228)	$409,022	($2,080,206)	

[1] Transfer $14,431 from Instruction ($8,900), Instructional Administration ($5,031) and School Leadership ($500) to Staff Development for training for Early Education Allotment.
[2] Transfer $1,565 from School Leadership to Security for SmartPass software for HHS.
[3] Revise budget $88,065 to record PPE received from TEA/FEMA.
[4] Transfer $10,469 from Staff Development to Instruction for Pear Deck software for Instructional Technology.
[5] Transfer $7,031 from Staff Development to Instruction for Pear Deck software for Curriculum.
[6] Revise budget for additional revenue from 19-20 Near Final Summary of Finances.
[7] Revise budget for current year taxes and state funding.

Midlothian I.S.D. School Board
Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

<table>
<tr><td>Board Meeting Date:</td><td colspan="2">October 19, 2020</td></tr>
<tr><td>Item:</td><td colspan="2">Consider Donations and Gifts to the District</td></tr>
<tr><td>Supporting Document(s):</td><td>Electronic: Yes ☐ No ☒</td><td>Hard Copy: Yes ☐ No ☒</td></tr>
<tr><td>Background Information:</td><td colspan="2">According to CDC (LOCAL), “The Board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. All gifts shall be given to the District and not to a particular school. At the discretion of the superintendent or designee, the gift may be used in a particular school.”

MHS and Heritage Sports medicine program — $300 monetary donation for the sports medicine program — Beth Beckwith, G. Todd Moore, and Ben Hooper with Orthopedic and Sports Medicine Institute
MISD — $500 monetary donation for device fees for S/EC disadvantaged students — Walmart Corporate
Heritage Belles — $5000 monetary donation for Bells "Gold Out" Childhood Cancer Awareness donation to the Tim Tebow Foundation — Martin Marietta</td></tr>
<tr><td>Fiscal Impact/Budget Function Code:</td><td colspan="2">October donations: $5,800

<table>
<tr><td>Running Total for 2020/2021 $35,200</td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>October</td><td>$ 5,800</td></tr>
<tr><td>September</td><td>$ 7,500</td></tr>
<tr><td>August</td><td>$21,900</td></tr>
<tr><td>July</td><td>$0</td></tr>
</table>
</td></tr>
<tr><td>Policy:</td><td colspan="2">CDC (LOCAL)</td></tr>
<tr><td>District Goal:</td><td colspan="2">Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning space</td></tr>
<tr><td>Administration Recommended Option:</td><td colspan="2">Accept the donations</td></tr>
<tr><td>Suggested Motion</td><td colspan="2">This is a consent item. If the item is pulled a motion might be: “I make a motion to approve the donation(s) to the District as presented.”</td></tr>
<tr><td>Presenter:</td><td colspan="2">Lane Ledbetter</td></tr>
</table>

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Designation of Fund Balance**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	The Resolution to amend GASB No. 54 which was approved by the Board of Trustees in October 2013 allows the board at any time they deem fit prior to the issuance of the financial statements for the year to reassign fund balance into any or all of the following five (5) categories: *Non-spendable fund balance* – Includes amounts that are not in a spendable form, such as inventory, or that are required to be maintained intact, such as the corpus of an endowment fund. *Restricted fund balance* – Includes amounts constrained to a specific purpose by the provider, such as a grantor. *Committed fund balance* - Includes amounts constrained to a specific purpose by the governing body itself (the Board). *Assigned fund balance* – Includes amounts intended for a specific purpose (the governing body may express intent or may delegate the authority to express intent). *Unassigned fund balance* – Includes amounts available for any purpose. The District's replacement schedule has capital items including roof replacements, flooring replacements, HVAC replacements, buses, technology, band instruments and athletic tracks and fields. Based on the needs of the district and the age of the equipment, administration makes recommendations to commit fund balance as follows: • Adjust the Committed Fund Balance for Capital Expenditures and Equipment for bus replacement and white fleet replacements, band instruments replacements (MHS, FSMS, WGMS), Maintenance roof replacements (Baxter, LA Mills, Randal Hill Support Services), Maintenance flooring (MHS wings 100 and 200 wings), Maintenance HVAC (North wings MHS) and Technology (MHS and HHS computer labs). Unassigned Fund Balance would be adjusted to $9,554,519; General Fund Balance Assign for Construction at $13,500,000; Committed Fund Balance $9,066.734 and non-spendable Fund Balance for Inventories and Prepaid items $47,633 respectively.	
Fiscal Impact/Budget Function Code:	If all funds were spent for current year replacements and additions, the impact on the budget would be $9,066,734 from Committed Fund Balance for Capital Expenditures.	

Policy:	**CE (Local)**
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.
Administration Recommended Option:	It is the administration's recommendation to approve the designation of fund balance as presented.
Motion:	Presented as a Consent item. If desired, the motion to the effect might be "I move for approval of the Board of Trustees to transfer$5,898,846 from Unassigned Fund Balance to Committed Fund Balance for Expenditures and Equipment."
Presenter:	Jim Norris

Projected Capital Project Needs
As of October 19, 2020
Fund Balance Report

	2016 Bonds		General Fund Balance-Assigned for Construction	Nonspendable Fund Balance for Inventories and Prepaid Items	Committed Fund Balance for Capital Expenditures & Equipment	Unassigned Fund Balance	Total Fund Balance
Current Year Capital Expenditures and Equipment							
Audited June 30, 2020 Balance	**$ 126,099,903**		**$ 13,500,000**	**$ 47,633**	**$ 3,167,888**	**$ 15,453,365**	**$ 32,168,886**
							-
Current Year Adjustments to Fund Balance					5,898,846	(5,898,846)	-
July - September Interest Revenue	58,442						
July - September Expenses	(7,158,045)						
	(7,099,603)		-	-	5,898,846	(5,898,846)	-
Estimated Balances as of October 19, 2020	**$ 119,000,300**		**$ 13,500,000**	**$ 47,633**	**$ 9,066,734** ~	**$ 9,554,519**	**$ 32,168,886**
Other Proposed Projects for Transportation, Athletics, Maintenance and Technology (Replacement Schedules)							
Fiscal Year 2020-21					9,066,734		9,066,734
Fiscal Year 2021-22						7,813,918	7,813,918
Fiscal Year 2022-23						364,541	364,541
Fiscal Year 2023-24						508,957	508,957
Fiscal Year 2024-25						650,394	650,394
Total Est. Project Costs Fiscal Years 2021-25			-	-	9,066,734	9,337,810	18,404,544
Estimated Balances as of June 30, 2025			**$ 13,500,000**	**$ 47,633**	**$ -**	**$ 216,709**	**$ 13,764,342**

Recommendations for 2020-21 Fund Balance Uses

COVID Expenses

Approved at July 20, 2020 Board Meeting		
EPSLA 3 additional days	$	450,000
15 Full Time Substitutes		400,000
Proctor Substitutes		100,000
30 Custodians		810,000
Buses		394,228
Approved at August 4, 2020 Board Meeting		
ZOOM webinar service for virtual classroom instruction		70,000
Proctoria Solutions for proctoring virtual learning		65,000
Replacement Schedules 2020-2021		
Band Instruments per replacement schedule		97,856
Athletics per replacement schedule		25,000
Maintenance per replacement schedule		6,454,650
Technology per replacement schedule		200,000
Total Estimated Capital Projects	$	9,066,734 ~

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**School Health Advisory Council (SHAC) Programming**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	The recommendations from the 2019-2020 SHAC include the following programs for the 2020-2021 school year: <u>Elementary</u> K-2 - Bullying: Super Friends with SuperPowers (AIM for Success) 3-5 - Bullying: Empower (AIM for Success) <u>Grades 7-8</u> 7th - Abstinence (AIM for Success) 8th - Focus on Success: Technology Teens/Healthy Relationships (AIM for Success) <u>Grade 9-12</u> 9th - Bullying (AIM for Success) 10th - Power to Succeed: Drugs and Alcohol (AIM for Success) 11th - Abstinence (AIM for Success) 12th - Focus on Success: Technology Teens/Healthy Relationships (AIM for Success) Trauma Informed Practices - All Staff, Compliance TBRI (Trust Based Relational Intervention) - All New Teachers	
Fiscal Impact/Budget Function Code:	Title Funds	
Policy:	BDF (LEGAL), FFA(LOCAL), EHAA(LEGAL)	
District Goal:	<u>Goal 3:</u> Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	
Administration Recommended Option:	The administration recommends approving the 2019-2020 SHAC program recommendations for the 2020-2021 school year as presented.	
Motion:	A motion might be, "I move to approve the programs recommended by the SHAC as presented by MISD Administration."	
Presenter:	Dr. Al Hemmle, Nikki Nix, Becky Wiginton	

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**
Item:	**Consider Approval of the Budget Calendar for 2021-22**
Supporting Document(s):	Electronic: Yes ☒ No ☐ Hard Copy: Yes ☐ No ☒
Background Information:	The Proposed 2021-2022 District Budget Calendar is presented for Board of Trustee information this month and action in November. The Budget Calendar is prepared each year in order to focus the staff and board members on certain milestone tasks that should be reached in order to prepare and approve the 2021-2022 Budget by June 30, 2021. The staff will continue to work with School District Strategies to arrive at school enrollment projections which also determine staffing needs. The Texas Legislature will be in regular session in 2021 so state funding could cause delays in preparing the budget. The past several years of exceptional tax roll growth is expected to continue so early projections from the estimated tax roll will be used until the final certified value is received in July. The budget process is long and tedious at times but the goal is to build a sound budget which funds the needs of the district in an efficient and effective manner.
Fiscal Impact/Budget Function Code:	N/A
Policy:	**BAA (Legal), CE (Legal), CE (Local)**
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.
Administration Recommended Option:	It is the Administration's recommendation to approve the calendar as submitted.
Motion:	Presented as consent item. If the item is pulled a motion to that effect might be: "I make a motion to approve the budget calendar for the 2021-22 budget as presented."
Presenter:	Jim Norris

PLANNING CALENDAR FOR THE 2021-2022 BUDGET

Date	Action/Activity	Responsible Party
Monday, October 19, 2020	MISD School Board approves the preliminary 2021-22 Budget Calendar.	MISD School Board
Wednesday, December 16, 2020	Procedures and processes for 2021-22 Budget are finalized.	Finance Office
Monday, January 4, 2021	Assumptions for enrollment, attendance, allotments, and other budget indicators are finalized.	MISD Cabinet and Finance Office
Friday, January 15, 2021	Budget planning materials are distributed to the campuses and department.	Finance Office
Friday, February 5, 2021	Staffing levels with personnel requests are submitted to HR.	MISD Cabinet, Campus and Departmental Personnel
February 8-26, 2021	Budget meetings with campus and department personnel are completed.	MISD Cabinet, Finance Office, Campus and Departmental Personnel
Friday, February 26, 2021	Personnel allocations and preliminary salary schedules are formulated for review.	HR/Finance Offices
Tuesday, March 2, 2021	BUDGET WORKSHOP - Preliminary personnel allocations are presented to the School Board.	HR Office
Wednesday, March 10, 2021	Final budget requests from campuses and departments submitted to Finance Office.	MISD Cabinet, Finance Office, Campus and Departmental Personnel
Monday, March 22, 2021	Final personnel allocations are presented to School Board.	HR Office
Monday, March 22, 2021	Personnel allocations are approved.	MISD School Board
Tuesday, April 6, 2021	BUDGET WORKSHOP - Legislative Update and Salary Scenarios are presented.	Finance Office
Monday, April 19, 2021	Budget assumptions and key points are presented to the School Board.	Finance Office
Monday, April 19, 2021	Final salary schedules are presented to School Board.	HR Office
Monday, April 19, 2021	Salary schedules are approved.	MISD School Board
Tuesday, May 4, 2021	BUDGET WORKSHOP - Legislative and Budget Progress Update	Finance Office
Monday, May 17, 2021	MISD School Board is presented the preliminary 2021-22 Budget.	Finance Office
Monday, May 17, 2021	MISD School Board sets dates for public hearing for projected budget and proposed tax rates.	MISD School Board
Wednesday, May 19, 2021	MISD submits required notices of public meeting to newspaper for May 27, 2021, publication date.	Finance Office
Thursday, May 27, 2021	MISD publishes required notices of public meeting in local newspaper.	Finance Office

PLANNING CALENDAR FOR THE 2021-2022 BUDGET

Monday, June 21, 2021	MISD School Board holds public meeting to discuss the proposed 2021-22 Budget and the proposed 2021 tax rate.	MISD School Board
Monday, June 21, 2021	MISD School Board adopts the 2021-22 Budget if desired.	MISD School Board
Monday, June 28, 2021	MISD School Board adopts the 2021-22 Budget at a called meeting if budget not adopted on June 21.	MISD School Board
Monday, July 26, 2021	MISD receives the final certified values from the Ellis County Appraisal District	Ellis County Appraisal District
Friday, July 30, 2021	MISD submits required notices of public meeting to newspaper for August 5, 2021 publication date.	Finance Office
Thursday, August 5, 2021	MISD publishes required notices for the approval of the tax rate.	Finance Office
Monday, August 16, 2021	MISD School Board adopts 2021 tax rates.	MISD School Board

* Board workshops to be scheduled as needed

PLANNING CALENDAR FOR THE 2021-2022 BUDGET

Campus/Department	Budget Holder	Budget Meeting
Athletics	Todd York	TBD
Baxter Elementary	Ryan Timm	TBD
Career and Technology	Nikki Nix	TBD
Communication	Karen Permitti	TBD
Construction	Rola Fadel	TBD
Curriculum	Judy Walling	TBD
Custodial	Rola Fadel/Carlos Rivera	TBD
DEAP/LEAP	Christy Shelton	TBD
Debt Service	Sandy Bundrick	TBD
Dieterich MS	Amanda Rodgers	TBD
District-Wide	Sandy Bundrick	TBD
Early Education	Judy Walling/Becki Krsnak	TBD
Finance Office	Sandy Bundrick	TBD
Food Service	Peter Pajak	TBD
Frank Seale MS	Kris Vernon	TBD
General Administration	Sandy Bundrick	TBD
Heritage HS	Krista Tipton	TBD
College,Career, Military Readiness	Judy Walling/Nikki Nix	TBD
Human Resources	KayLynn Day	TBD
Instructional Technology	Judy Walling/Nikki Nix/ Becki Krsnak	TBD
Irvin Elementary	Josh Roberts	TBD
Longbranch Elementary	Karena Blackwell	TBD
Maintenance	Rola Fadel/Scott Sparks	TBD
McClatchey Elementary	Stacy Germany	TBD
Meadows Library	Judy Walling/Tanesha Yusuf/Julie Post	TBD
MHHS Ag Dept	Mitchell Griffith	TBD
MHHS Band	Rich Bahner	TBD
MHHS Drill Team	Tiffany Richey	TBD
MHS Ag Dept	Hi Newby/Greg Pruitt Jr.	TBD
MHS Band	Larry Doran	TBD
MHS Drill Team	Donna Newman	TBD
Midlothian HS	Carolyn Spain	TBD
Miller Elementary	Shannon West	TBD
Mt. Peak Elementary	Georgie Swize	TBD
Records	Daniella Walton	TBD
Salary Schedule	KayLynn Day	TBD
School Board	Lane Ledbetter/Theda McGrew	TBD
Security	Al Hemmle/Commander Hicks/KayLynn Day	TBD
Special Education	Melissa Wolfe/Shannon Thompson	TBD
Superintendent	Lane Ledbetter/Theda McGrew	TBD
Tax Costs	Sandy Bundrick	TBD
Technology	Leslie Garakani	TBD
The MILE	Shelle Blaylock	TBD
Transportation	Deanna Cannon	TBD
Vitovsky Elementary	Hollye Walker	TBD
Walnut Grove MS	Carly Woolery	TBD

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**MISD Library Board**	
Supporting Document(s):	Electronic: Yes ☐ No ☒	Hard Copy: Yes ☐ No ☒
Background Information:	MISD Library Board is an advisory committee charged with the management of the Library. The Library Board is composed of nine (9) voting members including MISD Superintendent of Schools (or designee), the City Manager (or designee), three members appointed by the Midlothian City Council, and three members appointed by the MISD Board of Trustees. The ninth (at large) member is appointed by the other eight (8) members. The members of the Library Board serve three year terms, except the MISD Superintendent (or designee) and City Manager (or designee) who are permanent members. The Library Board meets quarterly at the Library. MISD updated members for 2020-21 are: ● Dr. Carolyn Spain - replacing Gary Gates ● Rhonda Byler - replacing Karen Esberger	
Fiscal Impact/Budget Function Code:	None	
Policy:	NA	
District Goal:	GOAL 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
Administration Recommended Option:	It is the administration's recommendation to appoint the named MISD individuals for 2020-21	
Motion:	This is a consent agenda item; however, if the item is pulled for discussion, a motion might be, "I move to approve the named MISD Library Board representatives for the 2020-21 school year."	
Presenter:	Judy Walling	

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**School Health Advisory Council (SHAC) Members**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	In August, the MISD Board received an update on the SHAC committee recommendations. Administration has compiled the SHAC Committee Members for approval by the Board. SHAC Committee Members 2020-2021	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	BDF (LEGAL), FFA(LOCAL), EHAA(LEGAL)	
District Goal:	Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	
Administration Recommended Option:	The administration recommends approving the SHAC committee members for the 2020-2021 school year as presented.	
Motion:	A motion might be, "I move to approve the SHAC Committee members as presented by MISD Administration."	
Presenter:	Dr. Al Hemmle, Nikki Nix, Becky Wiginton	

SHAC Members 20-21

First	Last	Role
Andrea	Adlesperger	Parent
Bev	Berrier	Parent
Mandy	Berry	Staff
Rachel	Bryant	Nurse
Amy	Cohen	Parent
Craig	Coker	Staff
Delbert	Daniels	Parent
Megan	Dickson	Parent
Drew	Dickson	Student
Daron	Ehly	SRO
Krista	Ferguson	Staff
Judi	Fiorenza	Nurse
Diana	Gassaway-Fagan	Parent
Sabra	Golden	Parent
Melissa	Goldthwaite	District Staff
Jessica	Hartin	Parent
Wendy	Hein	Nurse
Al	Hemmle	District Staff
Tanya	Henry	Parent
Brenda	Jenkins	Nurse
Frances	Kebeng	Parent
Jessica	Martin	Nurse
Nicole	McChesney	Parent
Troy	McEnturff	Parent
Lupita	Melendez	Parent
Nikki	Nix	District Staff
Joy	Parker	Parent
Bruce	Prindle	Pastor
Peter	Ptak	Aramark
Kamakshi	Raol	Parent
Tanya	Rizo	Parent
Tori	Rose	Parent
Sloan	Short	Student
Shelley	Sims	Parent
Michelle	Spradley	Parent
Harper	Stark	Student
Johnna	Stinchcomb	Nurse
Joanne	Sullivan	Nurse
Tasha	Taylor	Reach Council
Tami	Tobey	Parent
Beth	Ward	Parent
Katy	Watts	Nurse
Becky	Wiginton	District Staff
Lauren	Williams	Nurse
Kim	Williams	Parent
Lindsey	Woods	Nurse
Brian	Woods	Parent

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Consider Annual Audit Report for Fiscal Year 2019-20**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☒ No ☐
Background Information:	Education Code Section 44 requires all Texas public school districts to have an annual financial audit performed by an outside independent auditing firm. The audit report must be filed with the Texas Education Agency by the 150th day after the end of the fiscal year. Dan Tonn, CPA, from the District's audit firm of Hankins, Eastup, Deaton, Tonn and Seay, PC, Certified Public Accountants, will present information to the Board on the financial results of the 2019-20 fiscal year. A copy of the audit report has been provided to each board member.	
Fiscal Impact/Budget Function Code:	None	
Policy:	CFC Legal	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	It is the Administration's recommendation that the Midlothian ISD Financial Report for the year ended June 30, 2020, be approved as presented.	
Motion:	A motion to that effect might be "I move that Midlothian ISD Financial Report for the year ended June 30, 2020, be approved as presented."	
Presenter:	Jim Norris	

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Consider District and Campus Improvement Plans**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	**At the September 21, 2020 board meeting, the Board received an Information Only presentation regarding the entire DIP and CIP process related to Policy BQ, BQA, and BQB.** **Detailed Information on this process:** BQ(Legal) states a board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans: 1. Are mutually supportive to accomplish the identified objectives; and 2. At a minimum, support the state goals and objectives under Education Code Chapter 4 that include. ● parent partnerships ● students challenged to fullest potential ● well-balanced and appropriate curriculum ● character and citizenship ● highly qualified personnel (recruitment and retention) ● student and school safety ● technology integration ● career and technology education The District studied a variety of data points collected throughout the 2019-2020 school year to create the measurable performance objectives under each District Goal. All of these data points were shared in their entirety during the Board Priorities Update (Standard 4, Benchmarks A & C) at the August 2020 Board Workshop.	

	Upon writing the measurable performance objectives, the District and each campus went through a series of design sessions to develop strategies within each performance objective as part of the DEIC and CEIC process. **Proposed District & Campus Improvement Plans for Adoption (please see PDFs provided):** Midlothian ISD Midlothian HS Heritage HS WGMS FSMS Dieterich MS Baxter Elem Irvin Elem Longbranch Elem McClatchey Elem Miller Elem Mt. Peak Elem Vitovsky Elem
Fiscal Impact/Budget Function Code:	N/A
Policy:	BQ(Legal & Local); BQA (Legal & Local); BQB (Legal & Local)
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning. **Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district. **Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community. **Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces. **Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities. **Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.
Administration Recommended Option:	The administration recommends the approval of the 2020-2021 District Improvement Plan and Campus Improvement Plans as submitted by the MISD administration.
Motion:	A motion might be, "I move to approve the 2020-2021 District Improvement Plan and Campus Improvement Plans as submitted by the MISD administration."
Presenter:	Dr. Courtney Carpenter District Department Leads Campus Principals

Midlothian Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.

Vision

Midlothian ISD ... inspiring excellence today to change the world tomorrow.

Core Beliefs

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences that promote student success.

We believe that effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

MISD Cultural Tenets

We Are Family ~ Unlimited Potential ~ Excellence Through Purpose ~ Honor Relationships ~

Celebrate the Power of Diversity ~ Midlothian Strong

MISD Visionary Leader Profile

Serves First ~ Fosters Innovation ~ Communicates Effectively ~ Exhibits Integrity ~ Empowers Others

MISD Learner Profile

Servant Leader ~ Digital Citizen ~ Cultural Leader ~ Innovative Designer ~ Knowledge Constructor ~ Critical Thinker ~ Creative Communicator ~ Global Collaborator ~ Peer Supporter ~
Empowered Learner ~ Reflective Self-Evaluator ~ Purposeful Explorer

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution:

African American 706 7.5%

Hispanic 2,041 21.8%

White 6,036 64.5%

American Indian 34 0.4%

Asian 102 1.1%

Pacific Islander 3 0.0%

Two or More Races 433 4.6%

Economically Disadvantaged 2,127 22.7%%

Non-Educationally Disadvantaged 7,228 77.3%

English Language Learners (ELL) 349 3.7%

Students w/ Disciplinary Placements (2015-2016) 65 0.7%

At-Risk 2,880 30.8%

Students with Disabilities by Type of Primary Disability: Total Students with Disabilities By Type of Primary Disability 988

Students with Intellectual Disabilities 443 44.8%

Students with Physical Disabilities 252 25.5%

Students with Behavioral Disabilities 217 22.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report 2018-2019 District Profile (2019-2020 TAPR is released in December 2019)

Demographics Strengths

Low SocioEconmic percentage as compared to the State (22.7% vs. 60.6%).

Low number of At-risk students compared to the State (30.8% vs. 50.1%).

Student Learning

Student Learning Summary

2020 STAAR: Not Rated - Declared State of Disaster, STAAR not adminstered.

2018, 2019 STAAR Percent at Approaches Grade Level All Grades

	3rd Grade						4th Grade					
	Reading		Math				Reading		Math		Writing	
	2018	2019		2018	2019		2018	2019	2018	2019	2018	2019
STATE	78	76		78	79		73	75	78	75	63	67
REGION10	77	78		79	81		73	75	79	77	64	68
MISD	84	83		83	86		79	80	82	78	70	72

	5th Grade					
	Reading		Math		Science	
	2018	2019	2018	2019	2018	2019
STATE	84	86	91	90	76	75
REGION 10	85	87	91	91	76	75
MISD	92	92	96	95	85	82

	6th Grade						7th Grade					
	Reading		Math				Reading		Math		Writing	
	2018	2019		2018	2019		2018	2019	2018	2019	2018	2019
STATE	69	68		77	81		74	76	72	75	69	70
REGION 10	71	70		79	83		76	77	75	77	71	72
MISD	77	78		91	92		87	81	89	87	81	77

	8th Grade							
	Reading		Math		Science		SS	
	2018	2019	2018	2019	2018	2019	2018	2019
STATE	86	86	86	88	76	81	66	69
REGION 10	86	87	87	90	78	83	68	72
MISD	94	94	93	95	89	92	82	80

	EOC									
	Eng I		Eng II		Algebra I		Biology		US History	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
STATE	65	68	67	68	83	85	87	88	92	93
REGION 10	66	69	69	70	84	87	88	89	92	93
MISD	72	71	74	76	86	82	93	91	93	94

2018, 2019 STAAR Percent at Masters Grade Level All Grades

	3rd Grade				4th Grade					
	Reading		Math		Reading		Math		Writing	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
STATE	25	27	23	24	24	22	27	28	11	11
REGION 10	27	30	26	28	26	24	30	32	14	13
MISD	26	27	30	29	26	22	31	39	12	10

	5th Grade					
	Reading		Math		Science	
	2018	2019	2018	2019	2018	2019
STATE	26	29	30	36	17	24
REGION 10	29	33	33	40	18	25
MISD	32	32	30	44	20	26

	6th Grade				7th Grade					
	Reading		Math		Reading		Math		Writing	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
STATE	19	18	18	21	29	29	18	17	15	18
REGION 10	21	20	22	25	32	32	23	20	17	21
MISD	19	19	30	34	36	30	34	27	19	16

	8th Grade							
	Reading		Math		Science		SS	
	2018	2019	2018	2019	2018	2019	2018	2019
STATE	27	28	15	17	28	25	21	21
REGION 10	29	31	17	19	31	29	24	25
MISD	30	32	14	23	46	44	39	31

	EOC									
	Eng I		Eng II		Algebra I		Biology		US History	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
STATE	7	11	8	8	32	37	24	25	40	45
REGION 10	8	14	9	10	35	42	27	28	44	48
MISD	7	10	10	10	31	33	33	29	35	39

Student Learning Strengths

- Exceeded State averages on 21 of 22 possible grade level and subject area tests in STAAR & EOC at the “Meets Level”
- Exceeded Regional averages on 20 of 22 possible grade level and subject area tests in STAAR & EOC at the “Meets Level”
- Met or exceeded State averages on 17 of 22 possible grade level and subject area tests in STAAR & EOC at the “Masters Level”
- Met or exceeded Regional averages on 12 of 22 possible grade level and subject area tests in STAAR & EOC at the “Masters Level”
- 92 - CCMR Score in 2019 with 75 Certifications Earned

- 2020 - 11,260 enrollments in High School AP, High School Dual Credit, and Algebra 1 at 8th grade; 1,740 AP College Hours Earned; 5,526 DC College Hours Earned
- 2020 - 120 AP Scholars with 634 AP Students Taking AP Exams
- Destination Imagination
    - 57 teams advanced to Regional Competition
    - 16 teams advanced to State Competition
    - 6 teams advanced to Global Competition
- Exceeded state and regional levels on SAT (1121) and ACT (22.1)
- AP Data
-

	2017	2018	2019	2020
Total AP Students Testing	478	608	682	634
# of AP Exams Taken	906	1049	1237	1083
# of AP Scholars	58	96	92	120
% Scoring 3, 4, or 5	47%	41%	45%	54%
District HS Enrollment (May 30)	2,553 students	2,626 students	2,742 students	3016

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of academic growth in reading and writing across all grade levels. **Root Cause:** Consistent implementation of structured professional learning and viable aligned curriculum & tier 1, 2, and 3 instruction.

Problem Statement 2: Underperforming at Approaches, Meets and Masters Level for Algebra I EOC. **Root Cause:** Consistent levels of academic rigor and lesson design with a viable aligned curriculum & tier 1 instruction.

District Processes & Programs

District Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, iPlan Days, iSupport Teams, 1:1 technology, Instructional Lead Learners, iCoaches for Teachers

Personnel - Humanex, teacher mentors, new teacher orientation, curriculum and technology support, recrtuitment through job fairs

Principals, Asst. Principals, and Aspiring Leaders professional learning

From iPlan Feedback and iSupport Sessions:

- Classlink single sign on
- Canvas at elementary - adjusted to 4th -12th and PK-3 Seesaw

District Processes & Programs Strengths

Guaranteed, viable curriculum with integration of 1:1 technology and effective teacher support with district specialists

Instructional Lead Learners for teacher leaders on campuses

Apple partnership to build 1:1 implementation

Flexible learning spaces allowing the space to fit the learning, not the learning to fit the space.

Coach training for iCoaches through E2L eGROWE

Piloting of Performance Assessment

New 9-12 ELAR primary resource

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Consistent implementation of instructional practices and effective use of 1:1 technology across the district. **Root Cause:** Consistency of structured professional learning plan to implement new curriculum and purposefully integrate technology.

Problem Statement 2: Consistency of viable aligned curriculum delivery among teachers at all campuses. **Root Cause:** The implementation and follow-through of structured professional learning implementation at all campuses.

Perceptions

Perceptions Summary

Our Cultural Tenets encapsulate the culture of Midlothian Independent School District.

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences that promote student success.

We believe that effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

We strive to have a positive climate and to provide programs that address the needs of all students. We are MISD Proud; proud of our students, teachers, and parents. We strive for excellence.

Youth Truth Survey was not administerd in spring of 2020 due to COVID-19.

Perceptions Strengths

Data was not collected due to Youth Truth survey not administered in 2019-2020 due to COVID-19.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: No student survey data exist for 2019-2020. **Root Cause:** No survey was administered due to COVID-19.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) 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 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 associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 19, 2020

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Evaluation Data Sources: TTESS M*Powered Domain data, district progress indicators

Summative Evaluation: None

Strategy 1: Design districtwide days for professional learning and collaboration that benefits teachers by providing the necessary time and tools to design lessons that are challenging and aligned with content and academic standards.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy's Expected Result/Impact: iPlan, PLCs, Summer Academy New Instructional Materials K-8 TPAC - Performance Assessments TRS - TEKS Resource System Anonymous feedback from all district PD - Quantitative & Qualitative BrightBytes Data - Quantitative TTESS MPowered Data - Quantitative **Staff Responsible for Monitoring:** Department of Learning **Funding Sources:** - Local Budget				

Strategy 2: Create systems to check implementation of district expectations for challenging and aligned academic and content standards.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy's Expected Result/Impact: Pre- and Post- Progress Indicators checked MOY and again at EOY for completion and progress, with summary of data going to principals on a regular basis M*Powered TTESS domains will be used during all walkthroughs and observations by principals and monitored by Curriculum Directors **Staff Responsible for Monitoring:** Pre- and Post-Progress Indicators by Department of Learning Coordinators M*Powered TTESS by Campus Principals and Directors				

0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2020-2021 school year.

Evaluation Data Sources: BrightByte Data

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Measure, analyze data, and provide support for teachers in allowing students to utilize technology effectively, including the attributes of the Learner Profile/Learner Experience, and is aligned with the curriculum. **Strategy's Expected Result/Impact:** Continue training for iCoaches on purposeful planning through coaching Continue training for iCoaches and implementation of eGROWe model and suite Support teachers through coaching and ask for feedback twice a year from teachers Brightbyte data **Staff Responsible for Monitoring:** Department of Learning Curriculum Directors will monitor eGROWe suite, coaching feedback, and coach tracking.				
Strategy 2: Provide district learning management systems to communicate with parents and allow for collaboration among staff and students. **Strategy's Expected Result/Impact:** Canvas for 4th-12th grades SeeSaw for PreK-3rd grades Training/support on LMSs **Staff Responsible for Monitoring:** Department of Learning Technology Department				
Strategy 3: Provide a variety of tools teachers need to design lessons through PLCs and iPlan Day collaboration that increase rigor and relevance for all students. **Strategy's Expected Result/Impact:** Lesson Planning PLC/iPlan M*Powered Summer Academy Anonymous feedback from all district PD **Staff Responsible for Monitoring:** Department of Learning				

Strategy 4: Ensure a standard of education for digital citizenship on each campus.	Reviews			
Strategy's Expected Result/Impact: CyberSafety	Formative			Summative
LMSs	Nov	Feb	June	June
Advisory Lessons				
AIM for Success				
Staff Responsible for Monitoring: Department of Learning				
Library Media Specialists				
Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Evaluation Data Sources: Anonymous feedback for all district PD

Summative Evaluation: None

Strategy 1: Provide support for all staff through a multitude of resources.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: iCoach ILL Curriculum Coordinators Mentors for first and second year teachers, as well as new to district Summer Academy MPower Hours for first year teachers CALP iPlan Anonymous feedback from all district support and PD **Staff Responsible for Monitoring:** Department of Learning District Administration	Nov	Feb	June	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Evaluation Data Sources: Frontline Tier data, STAAR Masters data, PreK CIRCLE data, Kinder Amplify data, 1st-3rd grade Istation and Imagine Math data, district progress indicators

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Provide tools, programs, and courses for a variety of opportunities for enrichment and extension for all students. **Strategy's Expected Result/Impact:** GT Challenge Labs Genius Hour PreAP/AP/Dual Credit Extracurricular Activities DI Math Pentathlon UIL Academic **Staff Responsible for Monitoring:** Department of Learning				
Strategy 2: Create opportunities for teachers to collaborate and design rigorous and relevant lessons that are aligned with district assessments that meet each students' needs, as well as an expansion on piloting performance assessments. **Strategy's Expected Result/Impact:** Lesson Planning/Designing, using Pre/Post PIs to assist with planning and differentiation Performance Assessment trained districtwide 3rd - 5th grades math willing teachers and Dieterich MS willing teachers in math and social studies District Pre- and Post-Progress Indicators analysis of data on a regular basis **Staff Responsible for Monitoring:** Department of Learning				
Strategy 3: Provide tools and support to ensure that all students' needs are met and data is maintained to track progress. **Strategy's Expected Result/Impact:** RTI/MTSS systems Frontline Mgmt System used on all campuses Intervention Programs - attendance and progress monitoring Dyslexia Programs Through above systems and implementation, more students will be on-grade level at EOY. **Staff Responsible for Monitoring:** RTI/interventionists Teachers Curriculum Directors				

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Provide Summer School Opportunities and supplies for At-Risk students and those not meeting the Student Success Initiative for Grades 5 and 8. **Strategy's Expected Result/Impact:** Students receive intense instruction and intervention in order to meet students' needs, SSI requirements (disregard for 20-21 school year per TEA), and to regain needed course credits. **Staff Responsible for Monitoring:** Asst. Principal at Walnut Grove overseeing summer school process Department of Learning **Funding Sources:** - State Compensatory Education - $20,200				
Strategy 5: Provide intentional Reading Intervention support to 1st graders not reading on grade level. **Strategy's Expected Result/Impact:** Increase in 1st graders at or above grade level in reading. Additional reading support from part time outside assistance **Staff Responsible for Monitoring:** Department of Learning and Elem. Campus Admin **Funding Sources:** - State Compensatory Education - $35,000				
Strategy 6: ARI/AMI tutoring at FSMS and WGMS - Provide intentional intervention for middle school students that are below grade level and in danger of failing state assessments in math and/or reading. **Strategy's Expected Result/Impact:** Increase in students meeting core content passing standards in math and reading. **Staff Responsible for Monitoring:** Department of Learning and MS Campus Admin **Funding Sources:** - State Compensatory Education - $9,500				
Strategy 7: Create goals and analyze progress monitoring data for House Bill 3 Board Goals for PK-3 and CCMR. **Strategy's Expected Result/Impact:** Increases in PK-3 reading and math EOY data, as well as CCMR indicators, for all TEA sub-groups. Begin implementation of Reading Academies with principals, asst. principals, RTI/Interventionists, and elementary iCoaches, utilizing coaching twice a year from cohort leader from The UT MCPER. Provide support from new part time position of early childhood coach/trainer for all PK-3rd grade teachers Working with CLI on research project on building academic vocabulary in PreK throughout the year **Staff Responsible for Monitoring:** Department of Learning and Campus Leadership Teams				

Strategy 8: Create goals and analyze progress monitoring data for Superintendent Part 3 Academic Goals.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% in 2019 to 55% in 2021. The percent of students at approaches, meets and masters will increase by 3% points from 2019 to 2021 on the 7th Grade Writing STAAR. The percent of students at approaches, meets and masters will increase by 3% points from 2019 to 2021 on the Algebra I EOC. Provide support through coaching, training and consultation for teachers. Implementation of Reading Academies and focus on HB3 goals. Writing focus for early spring iPlan day for all levels. Additional support/training for Algebra 1 teachers. **Staff Responsible for Monitoring:** Department of Learning and Campus Leadership Teams				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Evaluation Data Sources: AP data, enrollment data, CCMR data

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice. **Strategy's Expected Result/Impact:** Naviance Advisement/Parent Night CTE MSCA Dual Credit Parent Night Course Fair Career Courses **Staff Responsible for Monitoring:** Department of Learning				
Strategy 2: Continue to research and offer courses that meet all students' passions and interests. **Strategy's Expected Result/Impact:** Course request form Surveying students for courses of interest **Staff Responsible for Monitoring:** Department of Learning				
Strategy 3: CCMR: Inform and educate all secondary staff of college, career and military readiness and opportunities for post-secondary planning. **Strategy's Expected Result/Impact:** TSI Military Enlist Dual Credit Hours/Scores Certifications SAT/ACT Score MCSA Associate Degree IEP Workforce FAFSA/Financial Aid Support Higher Ed Admissions Support Scholarship Dollars Earned **Staff Responsible for Monitoring:** Department of Learning				

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: National Merit: Provide testing support and opportunities for students to participate. **Strategy's Expected Result/Impact:** Duke TIP PSAT Test Prep PSAT 8/9 in 8th and 9th PSAT/NMSQT 11th grade **Staff Responsible for Monitoring:** Department of Learning				
Strategy 5: Design opportunities and courses that allow for an increase in college and career readiness. **Strategy's Expected Result/Impact:** Student Advising Career Classes CTE Pathways Naviance PK to Professionals Genius Hours/Career Days Grade Level Parent Nights Course Fair Higher ed admissions and financial aid opportunities **Staff Responsible for Monitoring:** Department of Learning				
Strategy 6: Scheduling modification training with campus administrators and counselors to ensure that gifted and talented students are grouped appropriately. **Strategy's Expected Result/Impact:** Master schedules, class rosters, GT schedule of services. 100% of GT students clustered. Ensures guidelines set out in state plan are followed. Accelerated instruction in the 4 core content areas provided, including flexible pacing and differentiation of learning. **Staff Responsible for Monitoring:** Department of Learning/GT Specialists/Counselors				

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Provide AVID program at MHS, FSMS, and DMS AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. AVID program: Teacher salaries/stipends/xtra duty/supplemental, District Director Support Fee ($4000), Summer Institute and travel ($10,200)subscription to materials ($600), program supplies($250), field trips ($1400), and dues ($4000). **Strategy's Expected Result/Impact:** Increase career and college readiness for students needing advancement of certain skills. **Staff Responsible for Monitoring:** Department of Learning and MHS Campus Admin/Teachers **Funding Sources:** - State Compensatory Education - $14,000				

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Princeton Review and MISD Staff: SAT/ACT/PSAT Boot Camp and Materials for Prep Courses **Strategy's Expected Result/Impact:** Increase in College Entrance Exam scores. Increase in participation for college readiness prep courses Provide SAT school day for Juniors/Seniors Provide PSAT for 8th, 9th and 11th grade during the school day Reach above state and national average on SAT and ACT **Staff Responsible for Monitoring:** Department of Learning **Funding Sources:** - State Compensatory Education - $4,000				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

Evaluation Data Sources: Yearly TASB Salary Study

Summative Evaluation: None

Strategy 1: Develop systems to recruit high level quality staff.	**Reviews**			
Strategy's Expected Result/Impact: Marketing Plan	**Formative**			**Summative**
Competitive Benefits & Compensation Package	**Nov**	**Feb**	**June**	**June**
Market value of employee salaries as measured by TASB.				
Staff Responsible for Monitoring: Assistant Supt. of Human Resources and Student Services Campus Principals District Department Leaders				

Strategy 2: Ensure all staff are trained and implementing high level recruitment plan.	**Reviews**			
Strategy's Expected Result/Impact: Research-Based Screener	**Formative**			**Summative**
External Recruiting Stipends for Hard-to-fill positions AP Pool Counselor Pool	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Assistant Supt. of Human Resources and Student Services Campus Principals				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Evaluation Data Sources: District Staff Survey

Summative Evaluation: None

Strategy 1: Develop systems and support opportunities to retain high quality staff. **Strategy's Expected Result/Impact:** Competitive Benefits & Compensation Package / Professional Growth Opportunities **Staff Responsible for Monitoring:** Assistant Supt. of Human Resources and Student Services and HR Department Assistant Supt. of Finance & Operations	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 2: Ensure all staff are utilizing all systems and opportunities to retain quality staff. **Strategy's Expected Result/Impact:** Onboarding Consistency MPowered Hours Mentors FYT Survey Executive Coaching iCoaching AP Academy Lunch & Learn MALA Stipends ILLs Team Leaders Interns PLCs iCoaching Ambassadors **Staff Responsible for Monitoring:** Assistant Supt. of Human Resources and Student Services and HR Department Department Leads	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Evaluation Data Sources: AP Academy Survey
MALA Survey
Any additional Leadership type academies or programs

Summative Evaluation: None

Strategy 1: Develop and facilitate systems and opportunities to build leadership capacity in staff.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Exec Coaching Principal Meetings AP Academy PLCs DBU Master's Cohort MALA ILLs Innovate Principal Conference Book Studies **Staff Responsible for Monitoring:** HR DOL	**Nov**	**Feb**	**June**	**June**

Strategy 2: Develop and facilitate systems and opportunities to provide leadership training to teachers.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Stipends MALA ILLs Team Leaders Interns PLCs iCoaching Ambassadors Admin Intern DBU Master's Cohort **Staff Responsible for Monitoring:** HR DOL	**Nov**	**Feb**	**June**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in substantiated bullying investigations, as well 100% participation in cultural proficiency programming.

Evaluation Data Sources: Crisis Link, Gaggle Reports, Bullying Investigation, DEI Investigation

Summative Evaluation: None

Strategy 1: Relationships: Provide social and emotional learning and character education tools, strategies and programs for campus implementation.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: SEL focus on CASEL's 5 competencies Character Trait Development Direct Counseling Hours Bullying prevention Digital Citizenship Comprehensive School Counseling Program Suicide Prevention **Staff Responsible for Monitoring:** Director of CCR and Guidance **Funding Sources:** - ESSA-Title IV - $6,050	**Nov**	**Feb**	**June**	**June**

	Reviews			
	Formative			Summative
Strategy 2: Cultural Proficiency & Diversity: Plan and implement a district focus on cultural proficiency and diversity.	Nov	Feb	June	June
Strategy's Expected Result/Impact: SEL as a lever for Equity, CASEL's model Character Trait Development Cultural Proficiency training for all district staff throughout the year per recommendation of Diversity council (iPlan and PD days) Diversity Council meetings to design future initiatives Director of DEI to coordinate and facilitate diversity council goals and initiatives Director of DEI will partner with consulting firm to perform district-wide curriculum audit and strategic plan **Staff Responsible for Monitoring:** Director of DEI Campus Leadership Campus Teachers & Staff				

	Reviews			
	Formative			Summative
Strategy 3: Provide a continued focus on building a culture that aligns with the district vision.	Nov	Feb	June	June
Strategy's Expected Result/Impact: Cultural Tenets SEL focus on CASEL's 5 competencies Character Counts Community Service PLC's Staffing iPlan days **Staff Responsible for Monitoring:** Student Services Administrator, Director of Secondary Learning				

Strategy 4: Provide and support tools, programs, professional development and strategies for campus implementation. **Strategy's Expected Result/Impact:** SHAC Research-Based Student Awareness Programs: Vaping, Bullying, Sexting, Texting, Healthy Relationships, Abstinence (AIM for SUCCESS) Direct Counseling Hours Bullying Prevention Program & Training Suicide Prevention Program & Training Conflict Resolution Violence Prevention Programs Student Support Counselor (HS and Elementary) Contract with outside professional counseling services for Middle School - Next Step Trauma Informed Care Staff & Parent Awareness Implementation of Trauma Informed Care Practices Trauma Informed Care Staff Training Teen Dating Violence Staff Training Teen Dating Awareness to Students and Parents Social Emotional Support Specialist **Staff Responsible for Monitoring:** Director of CCR and Guidance **Funding Sources:** - ESSA-Title IV - $21,000	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 5: Continue to review and evaluate staffing related to state guidelines and district needs. **Strategy's Expected Result/Impact:** Administrators Counselors Specialists **Staff Responsible for Monitoring:** Director of CCR and Guidance	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

Strategy 6: Provide professional development for best practices with staff support. **Strategy's Expected Result/Impact:** Discipline Management & Conflict Resolution	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Consistent Discipline Expectations				
Discipline and Classroom Management Support				
Trauma Informed Practices				
Social Emotional Learning				
Positive Behavior Interventions				
Social Emotional Support Specialist				
Parent information				
Staff Responsible for Monitoring: Director of CCR and Guidance				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Evaluation Data Sources: District Staff Feedback (Survey)
District Parent Feedback (Survey)
District Student Feedback (Survey)

Summative Evaluation: None

Strategy 1: Develop and facilitate training and support for the district safety and security plan at the district and campus level.	**Reviews**			
Strategy's Expected Result/Impact: Expectations of Structured Advisory/Tutoring Per. (see P4L #12)	**Formative**			**Summative**
Safety Procedures Yellow Folders Bullying/Harassment Reporting Monitor Social Media Crisis Intervention Training--Counselors (Mental health, threat assessment, suicide prevention) Volunteer Visitor Management COVID19 Health and Safety Protocols	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Student Services Administrator and Director of Safety & Security				
Funding Sources: Kognito - ESSA-Title IV - $6,700				

Strategy 2: Review and provide needed support and staff to implement safety and security across the district.	**Reviews**			
Strategy's Expected Result/Impact: Partner w/MPD Admin Counselors Specialists	**Formative**			**Summative**
	Nov	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Campus Admin				

Strategy 3: Provide opportunities and support for discipline training and coaching.	Reviews			
Strategy's Expected Result/Impact: Discipline Management & Conflict Resolutions	Formative			Summative
	Nov	Feb	June	June
Consistent Discipline Expectations				
Discipline and Classroom Mgmt Support				
Positive Behavior Interventions				
Trauma Informed Practices				
Social Emotional Support Specialist				
Drug Dog Services				
Mandatory Drug Testing for Extracurricular & Parking Permits				
Staff Responsible for Monitoring: Student Services Administrator, Director of Safety & Security, Director of CCR and Guidance				

Strategy 4: Provide all tools necessary to meet state and district compliance to support the district and campus safety and security plans.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy's Expected Result/Impact: Anaphylaxis & Auto-Injectors Bloodborne Pathogens Bully Prevention & Awareness Child Abuse, Sexual Abuse, & other Maltreatment of Children Concussions: Everything You Need to Know Diabetes FERPA (Student Records) Section 504 Sexual Harassment Suicide Prevention Texas Educator Code of Ethics Teen Dating Violence Prevention Texas Behavior Support Initiative Copyright Law COVID19 Health and Safety Protocols **Staff Responsible for Monitoring:** Student Services Administrator and Director of Safety & Security				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Provide a variety of educational opportunities beyond the core instruction to connect students to their passion and interest by offering extracurricular opportunities and opportunities for community service and service learning. **Strategy's Expected Result/Impact:** Extracurricular Activities Academic Relevance CTE/Electives-passion Variety of Course Offerings **Staff Responsible for Monitoring:** Executive Director of Innovation and Learning, Director of Elementary Learning, Director of Secondary Learning	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Develop and execute a comprehensive facilities plan to ensure maintenance and safety at all district facilities. **Strategy's Expected Result/Impact:** Landscaping/grounds - Will be clean and well-maintained Buildings Cleanliness - Climate Survey results Building Maintenance - Work orders will be done in timely fashion and without 2nd requests Safety & Security Audit Deficiencies - Will be addressed and remedied **Staff Responsible for Monitoring:** Assistant Superintendent for Finance and Operations, Executive Director for Finance and Operations, and Controller				
Strategy 2: Develop and execute a comprehensive facilities plan with detailed budget and timeline to ensure future site acquisition, new construction, and renovation of existing facilities as needed. **Strategy's Expected Result/Impact:** Completion Date - All construction and renovation projects will be completed on time Budget - All construction and renovation projects will be completed at or under the assigned budget Land Acquisition - Land for future school sites will be acquired at a fiscally responsible price, and with forethought to district needs **Staff Responsible for Monitoring:** Assistant Superintendent for Finance and Operations, Executive Director for Finance and Operations,, and Controller				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Develop and execute a budgeting process aligned with district needs and goals. **Strategy's Expected Result/Impact:** Budget Aligned to DIP Maintain Fund Balance - Maintain the fund balance at above 30% of our operating budget. FIRST Rating - maintain "Superior" rating from TEA Cross Function Transfer Reduction - Cross function transfers will decrease from 2019-20 Check Requests Reduction - Check requests will decrease by 10% from 2019-20 **Staff Responsible for Monitoring:** Executive Director for Finance and Operations and Controller				
Strategy 2: Budget meetings will be held in March with all campuses and departments for the purpose of reviewing budgets, communicating needs, and answering questions. **Strategy's Expected Result/Impact:** Greater understanding of the budgeting process, better communication between finance office and other departments/campuses. **Staff Responsible for Monitoring:** Executive Director for Finance and Operations and Controller				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believe the professional development increased the effectiveness of their teaching and learning.

Evaluation Data Sources: Anonymous feedback data on all district PD

Summative Evaluation: None

Strategy 1: Develop and implement opportunities for training and support with blended learning across the district.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: iCoaches ILLs Coordinators Mentors Summer Academy MPower Hours CALP iPlan Days **Staff Responsible for Monitoring:** Department of Learning	**Nov**	**Feb**	**June**	**June**

Strategy 2: Collect and analyze all feedback on training and support to ensure success.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Brightbytes Anonymous Teacher Feedback TTESS data **Staff Responsible for Monitoring:** Campus TTESS Appraisers Department of Learning	**Nov**	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Provide systems, training, and support to ensure ease of use of all technology for teachers and students. **Strategy's Expected Result/Impact:** Classlink Clever **Staff Responsible for Monitoring:** Department of Learning Technology Department				
Strategy 2: Provide products, training, and support to utilize learning management systems for teachers, parents, and students. **Strategy's Expected Result/Impact:** Canvas SeeSaw Google Classroom **Staff Responsible for Monitoring:** Department of Learning Technology Department				
Strategy 3: Evaluate the help-request process for after hours student, staff, and parent assistance. **Strategy's Expected Result/Impact:** Provide better real-time support for students after hours. **Staff Responsible for Monitoring:** Technology Department				
Strategy 4: Provide a student information system that meets all district needs. **Strategy's Expected Result/Impact:** Powerschool **Staff Responsible for Monitoring:** None				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Analyze current systems and develop a plan to meet all district needs. **Strategy's Expected Result/Impact:** On Time/On-Track Replacement Schedule to guide budget planning and district acquisition. **Staff Responsible for Monitoring:** Technology Department				
Strategy 2: Develop a committee to analyze needs and create a plan to meet those needs. **Strategy's Expected Result/Impact:** Establish Committee to determine replacement plan for M*Powered 1:1. Replacement Plan to guide budget planning and district acquisition. **Staff Responsible for Monitoring:** Technology Department and DOL				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 5% as measured on district feedback.

Strategy 1: Staff Communication & Engagement (qualitative & quantitative): Provide opportunities and systems for teachers and all staff to communicate to administration. **Strategy's Expected Result/Impact:** Teacher Ambassadors Lunch/Learn District-Wide Staff Meeting Viewership - Growth in Views Admin/Leadership Mtg Committees Climate Survey iPlan Feedback MISD Connect - measure the "open rate" readership Emails from Superintendent on Critical Informaiton - readership **Staff Responsible for Monitoring:** Communications Department Campus Administration	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 2: Develop Branding Guidelines: Provide tools for all staff to ensure the branding of the district. **Strategy's Expected Result/Impact:** Logo Typography Templates Color palettes **Staff Responsible for Monitoring:** Communications Department	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Parent Communication & Engagement: Provide systems and opportunities for parents to learn about district and communicate with administration. **Strategy's Expected Result/Impact:** Parent U INSIDE MISD - measure retention rate over the year MISD Connect - measure the "open rate" readership Marketing Videos and Campaign **Staff Responsible for Monitoring:** Communications Department Department of Learning	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 2: Brand Loyalty Effort **Strategy's Expected Result/Impact:** None **Staff Responsible for Monitoring:** Communications Department	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy 3: Customer Service: Develop and implement a district-wide customer service training plan and customer service standards with expectations that increases the overall customer service satisfaction. **Strategy's Expected Result/Impact:** Develop and implement a district-wide training: appearance of physical facilities, Equipment, personnel, & communication Develop customer service standards and expectations and display materials **Staff Responsible for Monitoring:** Assistant Superintendent for Human Resources and Student Services, Student Services Administrator	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Student Mentor/Coaches: Provide staff and students with support and opportunities to grow. **Strategy's Expected Result/Impact:** Mentor Internship Coaches InnovatorsEdu Community **Staff Responsible for Monitoring:** Campus Administration Department of Learning				
Strategy 2: Partnerships: Provide opportunities for community and businesses to partner with the district. **Strategy's Expected Result/Impact:** INNOVATORSedu Advisory Committee Board of Directors--INCubatoredu Endowment Sponsors MEF **Staff Responsible for Monitoring:** Director of Secondary Learning CTE Teachers				
Strategy 3: Develop School Partnership Recognition: Recognize all partners of MISD in a systematic way. **Strategy's Expected Result/Impact:** INNOVATORSedu **Staff Responsible for Monitoring:** Communications Dept Department of Learning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Community Based Accountability: Review and promote an accountability system that is aligned with MISD's vision. **Strategy's Expected Result/Impact:** Performance Tracker **Staff Responsible for Monitoring:** Communications Department District Acct. Coordinator				
Strategy 2: Community Awareness: Provide opportunities for community members to learn about MISD and connect with the district. **Strategy's Expected Result/Impact:** INSIDE MISD MISD Connect Community Ed Courses (CTE) **Staff Responsible for Monitoring:** Communications Dept				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Cavender, Kimberly	Teacher	Title I Math- Vitovsky	1
Monreal, Marla	Teacher	Title I Intervention Reading and Math-Vi	1
Rodriguez, Christina	Paraprofessional	Title I Math- Vitovsky	.93
Syverson, Erica	Teacher	Title I Reading and Math-Baxter	1
Turner, Rachel	Teacher	Title I Reading- Vitovsky	1
Withrow, Cindy	Paraprofessional	Title I Reading-Vitovsky	.93
Zavala, Norma	Parent Liaison	Title I	extra duty only

District Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Judy Walling	Deputy Superintendent
District-level Professional	Melissa Wolfe	Executive Director of Specialized Learning
District-level Professional	Leslie Garakani	Chief Technology Officer
District-level Professional	Shannon Thompson	Director of Special Education
Non-classroom Professional	Julie Post	MHS, Library Media Specialist
Classroom Teacher	Joel Brown	MHS
Classroom Teacher	Randall Griffith	MHS
Classroom Teacher	Hollie Robinson	HHS
Administrator	Katie Jackson	HHS, Assistant Principal
Classroom Teacher	Rachel Kidder	HHS
Classroom Teacher	Ashley Sweatt	MILE/LEAP
Classroom Teacher	Valerie Beckwith	MILE/LEAP
Administrator	Christy Shelton	MILE/LEAP, Principal
Classroom Teacher	Lindsay Robertson	FSMS
Classroom Teacher	Jordan Doss	FSMS
Administrator	Kris Vernon	FSMS, Principal
Classroom Teacher	Lisa Houchin	WGMS
Non-classroom Professional	Mendy Autry	WGMS, Library Media Specialist
Classroom Teacher	Megan Gordon	WGMS
Classroom Teacher	Sheri Brezeale	DMS
Classroom Teacher	Jana Sandidge	DMS
Administrator	Chris Foster	DMS, Assistant Principal
Classroom Teacher	Sarah Claunch	Baxter ES
Administrator	Ryan Timm	Baxter ES, Principal
Classroom Teacher	Katy Hoff	Baxter ES
Administrator	Katelyn Self	Irvin ES, Assistant Principal
Classroom Teacher	Toia Stevenson	Irvin ES

Committee Role	Name	Position
Classroom Teacher	Rebecca Windham	Irvin ES
Classroom Teacher	Robin Webster	Longbranch ES
Classroom Teacher	Terrie Money	Longbranch ES
Classroom Teacher	Tiffany Morales	Longbranch ES
Classroom Teacher	Judy King	Miller ES
Administrator	Shannon West	Miller ES, Principal
Classroom Teacher	Lee Mooney	Miller ES
Classroom Teacher	Amber Sparks	Mt. Peak ES
Administrator	Adam Henke	Mt. Peak ES, Assistant Principal
Classroom Teacher	Amy Hill	Mt. Peak ES
Classroom Teacher	Maria Vasquez	Vitovsky ES
Classroom Teacher	Lynsey Peck	Vitovsky ES
Administrator	Hollye Walker	Vitovsky ES, Principal
Classroom Teacher	Chaynie Borum	McClatchey ES
Classroom Teacher	Tiffany Roberson	McClatchey ES
Classroom Teacher	Lesli Deer	McClatchey ES
District-level Professional	Jim Norris	Asst. Superintendent of Finance and Operations
District-level Professional	KayLynn Day	Asst. Superintendent of HR and Student Services
District-level Professional	Karen Fitzgerald	Asst. Superintendent of Engagement and Strategic Innovation
District-level Professional	Dr. Courtney Carpenter	Chief Administrative Officer
District-level Professional	Lisa Knight	Coordinator of Special & Federal Programs
District-level Professional	Becki Krsnak	Director of Elementary Learning
District-level Professional	Nikki Nix	Director of Secondary Learning
District-level Professional	Becky Wiginton	Director of College/Career Readiness & Guidance
District-level Professional	Dr. Al Hemmle	Student Services Administrator
District-level Professional	Chalisa Fain	Director of Diversity, Equity, and Inclusion
Community Representative	Tracey Williams	Community Representative
Community Representative	Judy McGraw	Community Representative
Business Representative	Jason Jacobus	Business Representative

Committee Role	Name	Position
Business Representative	Heather Weaver	Business Representative
Parent	Jennifer Tarulli	Parent Representative
Parent	Joelle Jenkins	Parent Representative
Parent	Melissa Smith	Parent Representative
Parent	Carson Parrish	Parent Representative
Parent	Martina English	Parent Representative
District-level Professional	Dr. Aaron Williams	Coordinator of Math, FA, and Acct.
District-level Professional	Tanesha Yusuf	Coordinator of ELAR and Library Media Services
District-level Professional	Dr. Lane Ledbetter	Superintendent

District Funding Summary

Local Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$20,200.00
1	4	5			$35,000.00
1	4	6			$9,500.00
1	5	7			$14,000.00
1	5	8			$4,000.00
				Sub-Total	$82,700.00

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$6,050.00
3	1	4			$21,000.00
3	2	1	Kognito		$6,700.00
				Sub-Total	$33,750.00
				Grand Total	$116,450.00

Addendums

Midlothian Independent School District

T.E. Baxter Elementary School

Improvement Plan

2020-2021

Mission Statement

Our mission is to provide a quality education to each student by encouraging mutual respect and enthusiasm for learning in a safe and friendly environment that we call our "circle of friends".

Vision

Our vision is to be a leading learning organization in student success and staff excellence.

Annual Performance Report:

Met Standard

State Academic Distinctions:

Academic Distinction awarded in Reading/ELA

Academic Distinction awarded in Math

Value Statement

Courage - Character - Commitment

One of us is not as strong as ALL of us!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

T.E. Baxter Elementary is committed to creating an engaging learning environment where all student can succeed and believes in putting learners first.

Enrollment of grade span EE-05:

- PPCD/PK: 19
- Kinder: 105
- First: 90
- Second: 77
- Third: 94
- Fourth: 89
- Fifth: 90
- Total: 564

Our campus consists of the following approximate demographic breakdown:

- 60.4% White
- 21.3% Hispanic
- 10.5% African American
- 6.9% Two or More Races
- 23.1% Economically Disadvantaged
- 2.1% ELL
- 9.9% Mobility Rate
- 11.5% SPED

Title 1 Students Served (100 students):

- 90% of student population served are white
- all other ethnicities are less than 5% served

Demographics Strengths

Attendance Rate -- 96.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our hispanic students are underperforming our general population **Root Cause:** Tier 1 instruction does not contain enough differentiation or rigor.

Student Learning

Student Learning Summary

T.E. Baxter is committed to creating an engaging learning environment where all students can succeed.

- Received a Distinction in 5th grade science
- Math: 80% Approached Standard, 45% Met Standard, and 21% Mastered Grade Level across all grade levels
- Reading: 81% Approached Standard, 45% Met Standard, and 23% Mastered Grade Level across all grade levels
- Writing: 66% Approached Standard, 34% Met Standard, and 8% Mastered Grade Level across all grade levels

Student Learning Strengths

Overall writing scores increased from 60% to 66% (state average of 61%)

3rd Grade Reading: Approaches 78%

Distinction earned in Science. Improved from 75% to 89%.

5th grade reading increased from 74% to 81% approaching.

5th grade math 76% to 87% percent approaching grade level with an increase from 22% to 26% at the Mastery level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percentage of students Meeting and Mastering Grade level standards is too low. **Root Cause:** Intervention needs to be more specifically targeted and begin at an earlier age.

School Processes & Programs

School Processes & Programs Summary

Instruction and Curricular: Each of our grade levels meets with iCoaches and Campus Leadership every other week to discuss best instructional practices, conduct targeted PD, and work to build exemplar lessons. Each staff member also attends iPlan days to ensure alignment of curriculum and lesson planning fidelity.

Personnel: We use the humanex screening process to ensure candidates are of high quality. Once hired, we provide continual professional development opportunities to staff as well as a mentor program for new teachers.

School Processes & Programs Strengths

As a District we implemented a guaranteed, viable curriculum with integration of 1:1 technology with professional development and support provided by iCoaches. The campus has been renovated to provide flexible learning spaces so that all students can learn in an environment that is best suited for their individual needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Integration of technology within instruction is still limited **Root Cause:** There are so many components, teachers are continuing to learn new things.

Perceptions

Perceptions Summary

Mission: Empowering innovative and passionate learners in a nurturing environment.

Vision: To build a community that embraces courage, character, and commitment while pursuing individual passions.

At Baxter we believe that all students are able to learn and our goal is to empower them to be the very best version of themselves. We want students to feel they belong on our campus and in our commuity and can find their place to serve one another. Our goal is for all parents to feel they are a part of their child's learning environment and we encourage them to participate any time they are able. We strive to all be striving for excellence in the key cultural tenets of our District:

- We are Family
- Celebrating the Power of Diversity
- Honoring Relationships
- Unlimited Potential
- Excellence with Purpose
- Midlothian Strong

Parents would llike to see stronger communication and opportunities for support on campus.

Perceptions Strengths

At Baxter, we feel like our strongest Cultural Tenets are We are Family and Honoring Relationships. We strive as a staff to build solid relationships with one another that then carry over to our students. We want not only our students to feel a part of our Baxter Culture but our student's families as well. We focus on strong communication and positive reinforcements that build each of our students up. According to survey results, parents feel that their children are loved and supported while at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Integration of technology while maintaining the rigor of the curriculum. **Root Cause:** Learning curve for all staff and continual learning opportunities provided with the curriculum as well as technology.

Priority Problem Statements

Problem Statement 1: Percentage of students Meeting and Mastering Grade level standards is too low.

Root Cause 1: Intervention needs to be more specifically targeted and begin at an earlier age.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during iPlan days, campus and staff professional development days, and during their weekly team planning meetings.

Strategy's Expected Result/Impact: Teachers will design lessons with deeper rigor using higher level questioning, high expectations and rigorous learning experiences. Observations, TTESS conversations and full evaluation will be used to determine success. 90% of teachers will be at proficient or above in T-TESS planning and instruction. 70% of students will show growth/progress on pre and post progress indicators.

Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.
Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.
Measure 3: Percentage of students achieving meets and masters level on STAAR increase of 3% for each assessment

Staff Responsible for Monitoring: Principal and Assistant Principal and iplan attendance, plc minutes, lesson plans and pre/post progress indicator data.

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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Strategy 2: All teachers will track student data on every student for Reading and Math at least every nine weeks and administer BOY, MOY, and EOY assessments to monitor progress.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.

Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.

Measure 3: Percentage of students achieving meets and masters level on STAAR increase of 3% for each assessment

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 3: Teachers will explicitly teach phonics and spelling instruction to build reading fluency and decoding strategies.

Strategy's Expected Result/Impact: Istation spelling data
3rd gr 19-20 53% Goal 20-21 58%
2nd gr 19-20 46% Goal 20-21 51%
1st gr 19-20 43% Goal 20-21 50%

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: K-5 students will participate in a variety of Genius Hour clubs through the 2020-2021 school year.

Strategy's Expected Result/Impact: 100% of students will participate in cross- curricular activities and develop soft skills in various genius hour clubs that are determined through student voice and choice using surveys/forms and self sign ups.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Sponsors

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: All teachers, with the support of an iCoach, will utilize available technology to enhance learning platform usage and lesson design, thus increasing student engagement and individual choice in demonstrating mastery of learning objectives through technology.

Strategy's Expected Result/Impact: 90% percentage of teachers scoring proficient or higher on M*Powered Instruction, Dimensions, and T-TESS for each domain.

Staff Responsible for Monitoring: Principal, Assistant Principal and teachers through walkthroughs/evaluations as well as PLCs with MIT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during iPlan days, campus and staff professional development days, and during their weekly team planning meetings.

Strategy's Expected Result/Impact: Teachers will design lessons with deeper rigor using higher level questioning, high expectations and rigorous learning experiences. Observations, TTESS conversations and full evaluation will be used to determine success. 90% of teachers will be at proficient or above in T-TESS planning and instruction. 70% of students will show growth/progress on pre and post progress indicators.

Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.
Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.
Measure 3: Percentage of students achieving masters level on STAAR increase of 3% for each assessment

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Strategy 1: Implement a common time across the campus for students to receive prescriptive interventions and enrichments based on weak and strong SE's to maximize student learning and close performance gaps.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.

Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.

Measure 3: Percentage of students achieving masters level on STAAR increase of 3% for each assessment

Staff Responsible for Monitoring: Principal, Assistant Principal, SAT committee, walkthrough/ evaluations, progress monitoring logs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 2: The Student Assistance Team will meet at minimum every nine weeks to discuss the progress monitoring of at risk students and create aligned goals based on student needs.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.

Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.

Measure 3: Percentage of students achieving masters level on STAAR increase of 3% for each assessment

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionist, and Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Formative
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Strategy 3: Teachers will use Imagine Math, iStation, Circle and Amplify data to monitor progress for HB3.

Strategy's Expected Result/Impact: Tier 1 instruction will be more rigorous and intentional in the area of implementing high yield instructional strategies which will lead to more students mastering state content. 70% of students will meet HB3 goal expectations. Observations/Walkthroughs/T-TESS evaluation results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers with walkthroughs/evaluations and lesson plans.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselors will conduct parent meetings to explain the Duke TIP identification program and benefits.

Strategy's Expected Result/Impact: Increased by 100% the number of students participating in Duke Talent Identification Program by taking the PSAT.

Staff Responsible for Monitoring: Principal and Assistant Principal and Counselor

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: All applicants will be screened through Humanex to find candidates that align with the vision of MISD

Strategy's Expected Result/Impact: 100% of staff applicants will be student centered and of high quality.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Formative
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Strategy 2: Attend job fair inside MISD and recruit outside MISD..

Strategy's Expected Result/Impact: Broader spectrum of qualified candidates

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: New teachers will participate in the District New Teacher Mentorship as well as have an on campus mentor throughout their first 3 years.

Strategy's Expected Result/Impact: Teachers will feel more connected to the campus and District as well as feel more comfortable with the daily tasks at hand. Principal will meet with all first year teachers 5 times throughout the year.

Staff Responsible for Monitoring: Principal, Assistance Principal and Campus Mentor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Funding Sources: None

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Strategy 2: Weekly, we will highlight one staff member to celebrate, in the Principals Staff Newsletter, how they demonstrate living out our MISD Cultural Tenets or School Vision and Mission.

Strategy's Expected Result/Impact: Teachers will feel appreciated and honored which will lead to higher satisfaction with their job and increased self efficacy. An increase of 5% in the Youth Truth staff satisfaction.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources: None

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Strategy 3: Recognize staff (birthdays, positive notes, themed events and celebrations, etc). Collaborate with the PTO on staff luncheons and cart days. Interview staff on campus news for college days.

Strategy's Expected Result/Impact: Teachers will feel appreciated and honored which will lead to higher satisfaction with their job and increased self efficacy. An increase of 5% in the Youth Truth staff satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leads, and Library Media Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: At our monthly faculty meetings, staff members will be invited to share out and teach about something that they have learned about from their PLN and implemented in their personal classroom.

Strategy's Expected Result/Impact: Increased interest and empowerment of teachers as leaders. Increased staff motivation to continue learning and implementing research based ideas both in their own classroom and across the campus with at least 40% of staff sharing.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Student organizations will be led by a variety of staff members to help all staff members contribute to campus vision and culture.

Strategy's Expected Result/Impact: 90% of staff will take ownership and build their leadership capacity.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Encourage participation in District Leadership initiatives, such as the Aspiring Leadership Academy

Strategy's Expected Result/Impact: Increased leadership capacity in staff with at least 3 teachers participating in district leadership opportunities.

Staff Responsible for Monitoring: Principal, and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Social and emotional guidance will be provided to all classes each month in the classroom setting by the campus counselor

Strategy's Expected Result/Impact: Students will continue to build meaningful relationships and increase their social well-being which will be evident in decreased reports of bullying or student conflict through teacher report logs or counselor logs. Result will be a decrease in discipline referrals by 5%.

Staff Responsible for Monitoring: Principal and Counselor

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Students and staff each belong to a Character ring (red, blue, green, yellow or black) and will focus on building relationships with peers, both grade level and non grade level, while focusing on campus determined character traits.

Strategy's Expected Result/Impact: Students will continue to build meaningful relationships and increase their social well-being which will be evident in decreased reports of bullying or student conflict through teacher report logs or counselor logs. Result will be a decrease in discipline referrals by 5%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Each student and staff will participate in a community wide service project, filtered through their ring teams, once a year.

Strategy's Expected Result/Impact: An increased awareness and desire to serve those around us based on the foundational relationships built. An increase of 5% on the Youth Truth survey for student satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Each day, homerooms will engage in a class circle time focusing on building relationships and empathy among peers.

Strategy's Expected Result/Impact: Students will build stronger relationships with peers and a deeper understanding of one another which will lead to fewer substantiated bullying and student conflict reports. An increase of 5% on the Youth Truth survey for student satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: A school diversity council will be established to work in partnership with the district diversity council in supporting district initiatives and policies, celebrating the power of diversity and reviewing academic and behavioral school level data.

Strategy's Expected Result/Impact: 100% participation in cultural recognition and celebration dates.

Staff Responsible for Monitoring: Principal, Assistant Principal.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: The Campus Safety team will create the Campus Crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the District Safety and Security team.

Strategy's Expected Result/Impact: 100% of students and staff will be trained and prepared in the instance of an emergency.

Staff Responsible for Monitoring: Principal and Assistant Principal.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: All outside visitors will be buzzed in at the front door and will undergo a security check through Raptor before they are permitted to enter the building.
In the event a visitor is not listed in PowerSchool, the office will call the parent/guardian to get permission for the visitor to have lunch with the student.

Strategy's Expected Result/Impact: 100% of visitors will be required to check in through the office using the Raptor system.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: We will give away 1 bike per nine weeks to a student who shows good character and embodies Baxter's Best behavior.

Strategy's Expected Result/Impact: Increase attendance rate by 1%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and PEIMS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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June

Strategy 2: Genius Hour will be held 3 of 4 Fridays a month where students are given the opportunity to pursue their passions under the guidance of staff and community members.

Strategy's Expected Result/Impact: Students will be actively participating in campus activities to stay involved and feel connected. Students will feel an increased sense of ownership in guiding Genius Hour as measured in student participation in club design and selection. Increase attendance rate by 1%.

Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: All staff will participate in surveys to assess satisfaction of our current facility and areas of needed improvement, the survey will include ideas for the use of flexible and collaborative learning spaces.

Strategy's Expected Result/Impact: 100% of staff will take ownership of the facility and it's usage and have a platform to share needs and desires so they can be strategically planned for.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Student surveys will be conducted to assess satisfaction of our current flexible learning spaces and ideas for areas of improvement in collaborative spaces.

Strategy's Expected Result/Impact: 100% of students will take ownership of the facility and its usage and have a platform to share needs and desires so they can be strategically planned for.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: The leadership team will asses the previous years budget and create and adjust the budget based on current instructional needs as lined out in the Campus Improvement Plan.

Strategy's Expected Result/Impact: The budget will be a realist vision for the needs of our campus and fewer cross function transfers will need to occur. No more than 2 cross functions for the school year.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: All teachers will participate in District iPlan days as scheduled by the district as well as aligned campus planned learning opportunities with the Instructional Lead Learners and the iCoaches

Strategy's Expected Result/Impact: 90% of teachers scoring proficient or higher on M*Powered instruction, dimensions, and T-TESS for each domain.

CASE score in classroom domain as proficient or higher as measured by Brightbytes. An increase in BrightBytes data by 10 scaled points.

Staff Responsible for Monitoring: iPlan Sign ins, TLL, ILL, iCoaches, Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: Provide structured, timely professional development for digital resources (Amplify, Imagine Math, iStation, Frontline, StemScopes, Wonders, HelloID)

Strategy's Expected Result/Impact: 90% of teachers scoring proficient or higher on M*Powered instruction, dimensions, and T-TESS for each domain.

CASE score in classroom domain as proficient or higher as measured by Brightbytes. Increase by 10 scaled points in BrightBytes.

Staff Responsible for Monitoring: iCoach, ILL, TLL, and Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Strategy 1: Coordinate with district technology department to ensure compliance with district plan.

Strategy's Expected Result/Impact: Continue appropriate network infrastructure.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Evaluation Data Sources: Staff Surveys, TTESS conversations, Newsletters, Social Media Data, Meeting Agendas/Minutes

Summative Evaluation: None

Strategy 1: Following principal meetings, a weekly email will be sent to all staff containing pertinent information at the District level as well as the campus level.

Strategy's Expected Result/Impact: Staff will be consistently well informed on the happenings at the District level and issues affecting the campus specifically. An increase of 10% on Youth Truth staff satisfaction survey.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Monthly faculty meetings will be held to allow for streamlined communication as well as an opportunity to team build with all staff together.

Strategy's Expected Result/Impact: Increase in overall staff satisfaction and engagement on campus to increase the school culture. An increase of 10% on Youth Truth staff satisfaction survey.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: All staff members belong to a Character ring (red, blue, green, yellow or black) and will team build with staff and students that correlate to their ring.

Strategy's Expected Result/Impact: Staff will feel more connected to students and staff on a personal level and as a result will increase the school culture and employee satisfaction.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Weekly newsletters will be sent to parents and the community via email and/or social media posts containing pertinent information to all stakeholders.

Strategy's Expected Result/Impact: Parents and Stakeholders will be consistently well informed on the happenings at the District level and issues affecting the campus specifically. An increase of 10% on Youth Truth staff and parent satisfaction survey.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Evaluation Data Sources: Parent and community surveys, raptor logs, observation and attendance at school wide events and activities

Summative Evaluation: None

Strategy 1: We will be implementing Parent Academies to cover topics such as What does Baxter Stand for, Safety and Safety and Security, Technology, Restorative practices and other topics deemed necessary from parent surveys. Childcare will be provided.

Strategy's Expected Result/Impact: Increase in parent participation by 10% and partnership at campus activities as well as an increased awareness educational issues surrounding Baxter.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: A weekly newsletter will be sent home on Friday afternoons sharing the highlights from the previous week as well as important information for the weeks following. There will be sections set aside for the happenings in the library, health and wellness from the nurse and guidance from the counselor.

Strategy's Expected Result/Impact: Parents will be well informed with consistent information provided to all.

Positive feedback on consistent communication as measured by district survey with an increase of 10%.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Social Media avenues will be used for continual communication with parents and community (Twitter, Facebook, PTO pages, etc.

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an increase of 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Library Media Specialist.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: In our weekly newsletter we will send out opportunities for parents and family members to sign up through sign up genius or google forms to help on campus in a variety of ways (read with students, math facts, board games, etc).

Strategy's Expected Result/Impact: Parents will be more involved in the culture of the school. We will run a monthly report through raptor. With an increase of 10% for the school year.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: We will reach out to the community to partner with us to read to students in the younger grade levels. We will partner with high school students in the PAL program, football readers, members of various churches as well as retired members of the community.

Strategy's Expected Result/Impact: Students will become connected to the world outside the school building as well as improve on reading comprehension.

Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Staff will be encouraged to participate in weekly district wide staff meetings on Wednesdays.

Strategy's Expected Result/Impact: 100% of staff will be more involved in the culture of the district, goals and current needs or events, in addition to being given the opportunity to ask questions directly with district level administration.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

Strategy 1: Through the weekly newsletter we will build parent communication and engagement opportunities.

Strategy's Expected Result/Impact: 3% increase in district survey participation.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for T.E. Baxter Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6129 00 104 0 24 000	6129 Salaries or Wages for Support Personnel	$4,095.30
	6100 Subtotal:	**$4,095.30**

Personnel for T.E. Baxter Elementary School

Name	Position	Program	FTE
Carillo, Laura	Paraprofessional	Baxter Content Master At-Risk	.25
Cowell, Cay	Teacher	First Grade Interventionist	.25
Gubser, Sonia	Teacher	Interventionist	.90

Title I Personnel

Name	Position	Program	FTE
Syverson, Erica	Teacher	Title I	1.0

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Ryan Timm	Principal
Administrator	Kristen Shelton	Assistant Principal
Classroom Teacher	Danielle Moore	Teacher
Classroom Teacher	Susan Schabron	Teacher
Classroom Teacher	Kayla Bentle	Teacher
Classroom Teacher	Lindsay Bass	Teacher
Classroom Teacher	Sout Heizer	Teacher
Community Representative	Rhonda Byler	Community Member
Business Representative	Jonathan Douglass	Business Representative
District-level Professional	Karen Fitzgerald	Assistant Superintendent
Classroom Teacher	Adrienne Mitchell	Teacher
Classroom Teacher	Latisha Ware	Non-Classroom Professional
Business Representative	Candi Wann	7-11 Business Rep
District-level Professional	Becki Krsnak	Director of Elementary Learning
Parent	Whitney Urquhart	Parent
Parent	Timothy Fitten	Parent

Campus Funding Summary

Addendums

Midlothian Independent School District

Dieterich Middle School

Improvement Plan

2020-2021

Vision

To empower all to own their learning, shape their dreams, and create a better world!

Core Beliefs

Midlothian ISD Cultural Tenets

1. We are Family

2. Unlimited Potential

3. Celebrate Diversity

4. Honor Relationships

5. Excellence through Purpose

6. Midlothian Strong

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dieterich Middle School serves approximately 750 students in grades 6-8 in a fast-growing North Texas community. We are engaged with our students, parents, staff, community, and school district through multiple avenues.

The demographics of Dieterich Middle School are:

American Indian or Alaskan Native: .4%
Asian: 1.1%
Black or African American: 9.5%
White: 65.8%
Hispanic/Latino: 18.9%

Female: 46.4%
Male: 53.6%

This is the first year that DMS is open and as demographic information is available and verified, the demographic information will be updated.

Demographics Strengths

DMS is in the inaugural year of being open and as demographic information becomes available, it will be verified and updated.

Student Learning

Student Learning Summary

DMS is in the inaugural year and data from students coming from Frank Seale Middle School and Walnut Grove Middle School will be used to guide decision making until further campus-specific information is collected. Campus focus will also align to District goals with respect to 7th-grade writing and 8th-grade Algebra.

Student Learning Strengths

DMS is in the inaugural year and data from students coming from Frank Seale Middle School and Walnut Grove Middle School will be used to guide decision making until further campus-specific information is collected.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of academic growth in 7th grade writing **Root Cause:** Consistent implementation of structured professional learning and viable aligned curriculum & tier 1, 2, and 3 instruction.

Problem Statement 2: Underperforming at Approaches, Meets and Masters Level for Algebra I EOC. **Root Cause:** Consistent levels of academic rigor and lesson design with a viable aligned curriculum & tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

DMS follows a House model. This creates a "school within a school," allowing a personal touch to be afforded to students by their teachers.

Professional Learning Communities or PLC's are an important part of our teachers' growth, as well as a way to meet the needs of students. In years past PLC's have been used primarily for the purpose of teacher planning of lessons. This year, our goal is to expand this to allow teachers to analyze assessments (especially the pre and pi assessments), determine which students need help, and to provide that help. Our teachers will ask four essential questions at every PLC: 1) What do we want our students to learn? 2) How will we know when they've learned it? 3) What will we do when they get it? 4) What will we do when they don't get it?

Our teachers integrate technology consistently into their lessons. Students use their laptops to design and create new products and to collaborate. We focus on the Four C's and will focus on the use of Communication, Collaboration, Creativity, and Critical Thinking. Our students regularly collaborate digitally with students on campus.

Our district uses the TEKS Resource System as its curriculum. This has resulted in a viable, research-based curriculum that is written by experts. The Pacing Guide has given teachers a way to stay on track and provides a scope and sequence. The TRS also has valuable tools that show teachers where concepts are introduced and reviewed. It also shows teachers common misconceptions that students have for each TEK.

We believe that the recruitment, hiring, and retention of quality staff is, perhaps, the most important thing that we do. We build relationships with certification programs, like iTeach and SAGU. We encourage our veteran teachers to take on student observers and student teachers. We support our new teachers through a mentoring program at the district and campus levels. We also utilize referrals from our own teachers to get information on quality teachers that they may know from other districts.

On Fridays, we have Bobcat Bonus days where students meet with their House families for Character development and relationship building strategies.

All 6th-grade students will be taking a Leadership course to focus on intentional character development strategies and strength-based analysis to learn how to goal set.

School Processes & Programs Strengths

A major focus at Dieterich Middle School is character development and social and emotional learning. Each of our students and staff belongs to one of our three houses- House of Dreamers, House of Achievers, and House of Service. Each Friday we conduct Bobcat Bonus time where everyone meets with their Hosue family to work on character development and leadership strategies. Each House will participate in a service project throughout the school year.

At DMS, our ELAR and Social Studies teachers will be working together to create a Humanities outlook on the curriculum. They will be meeting withing PLC's together to plan and design lessons that are aligned for real world application.

Perceptions

Perceptions Summary

DMS Vision: To create a personalized learning environment where every student is empowered to create their own learning by discovering their individualized passion-driven purpose in order to positively impact their community.

DMS Mission: To empower all to own their learning, shape their dreams, and create a better world!

Motto: Dieterich Middle School- where we dream more, learn more, serve more, and become more!

Perceptions Strengths

Being a new campus, we get the opportunity to create the culture from the ground up using staff and student voice. Student Ambassadors and the DMS Design team will meet regularly to create practices and protocols that align with the campus vision and mission.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: DMS is working to define the culture from the ground up **Root Cause:** Being a new campus with no set traditions and culture

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 goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- 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
- 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 and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender 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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Equity Data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: 1) The TEKS Resource System will be utilized in all core subject PLC's as evidenced by teachers' lesson plans, formals and walk throughs.

Strategy's Expected Result/Impact: More focused instruction, a more aligned curriculum, consistent learning results for students across teachers' classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Lead Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 2) iPlan days will be used to plan and complete upcoming units on a district-wide level and to allow for collaboration across campuses.

Strategy's Expected Result/Impact: Aligned instruction, materials and activities across MISD.

Staff Responsible for Monitoring: Instructional Lead Learners, Principal, and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: DMS will establish PLC protocols, procedures, and expectations in conjunction with the campus iCoaches. Staff will be trained on the effectiveness of structured PLC's and will put into practice weekly.

Strategy's Expected Result/Impact: Foundation expectations will be set and teachers will be able to use this time to maximize the effectiveness of PLC designated time.

Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches, and Design Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 4: PLC's will meet weekly to analyze data and create engaging lessons in alignment with TRS. They will also create effective assessments to measure mastery of student expectations at the level and depth & complexity as defined by the state of Texas.

Strategy's Expected Result/Impact: An aligned curriculum and instructional strategies will be used in collaboration with peers to grow teachers, resulting in growing students.

Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches and Design Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: Teachers will utilize monthly PLC's and district iPlan days to develop lessons focusing on the 4 C's

Strategy's Expected Result/Impact: Utilizing PLCs and iPlan days will result in planning high rigor lessons that would ensure building a stronger foundation in math and reading for all students.

Staff Responsible for Monitoring: Principal, Assistant Principal, and iCoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development where at least 90% of teachers believe the professional development increased the effectiveness of their teaching and learning.

Evaluation Data Sources: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Summative Evaluation: None

Strategy 1: Participate in organized iPlan days to provide structured time for teachers to work through TRS protocols and to ensure consistency within each curriculum area and between the three middle schools.

Strategy's Expected Result/Impact: More focused instruction, a more aligned curriculum, consistent learning results for students across teachers' classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, iCoaches, and District Personnel.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Strategy 1: A course fair will be hosted in the fall for all students to allow for elective courses to showcase the opportunities available to each of our students.

Strategy's Expected Result/Impact: Students will be exposed to all elective opportunities so students are better able to choose a course in accordance with their individualized interests and passion.

Staff Responsible for Monitoring: Principal, Assistant Principals, Elective teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Formative
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June

Strategy 2: A career fair will be hosted in the spring to showcase career options for students to help guide decisions in course selections.

Strategy's Expected Result/Impact: Expose students to career opportunities available to help guide decisions in course selections.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Elective Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
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June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as an increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: 100% of eligible Pre-AP teachers will attend Summer Institutes, create and follow a syllabus using College Board standards, and work together during iPlan days with other Pre-AP teachers to plan effective and challenging lessons.

Strategy's Expected Result/Impact: Pre-AP classes will be aligned to the expectations and standards of the College Board so students are adequately prepared for High School AP classes.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Pre-AP teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Have Algebra teachers meet with the 5th-grade teachers at Miller and Mt. Peak at the end of the school year to identify students early for the Algebra pathway

Strategy's Expected Result/Impact: Direct communication will occur between the parents and 5th-grade teachers to recommend trying the Algebra pathway. The message will be that students don't have to be a perfect math student to be stretched during this pathway.

Staff Responsible for Monitoring: Principals, Assistant Principal, Algebra Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative	Summative
Nov	June
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June	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: DMS will advertise on social media platforms for staff openings and a committee format will be used to review applicants and interview potential candidates.

Strategy's Expected Result/Impact: Committee will determine if the applicant meets the standards of a DMS staff member to ensure a good fit for both parties to best be able to retain new staff.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Campus Mentor program will be implemented to provide support to New to District and New to Profession Staff members.

Strategy's Expected Result/Impact: Staff will feel connected to the campus and confident in their job description.

Staff Responsible for Monitoring: Principal, Campus Mentors.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 2: Each staff member will belong to one of the Dieterich Houses: House of Dreamers, House of Achievers, and House of Service.

Strategy's Expected Result/Impact: Staff will feel connected to students and staff across the campus and will feel another layer of belonging to the campus culture

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Invite different staff members to participate in different committee opportunities throughout the school year. DMS will work to have a variety of staff members participate so that different perspectives are heard and valued.

Strategy's Expected Result/Impact: Staff will feel like they have a voice and be able to contribute to the culture creation at DMS.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Nov	June
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Strategy 2: Teachers will be invited to present at monthly faculty meetings to share out learning strategies that have been successful for them and to offer learning opportunities among staff.

Strategy's Expected Result/Impact: Teachers will feel valued and respected as the master of their craft.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative	Summative
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No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

Strategy 1: DMS will implement Bobcat Bonus Days and Flex Fridays to allow for students to pursue their individualized passion and interests. Social and Emotional check-ins will be conducted at the start of each day.

Strategy's Expected Result/Impact: Students will feel more connected to the learning process and feel like an important contributor to the culture of the campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Each student will belong in one of the three Dieterich Houses- House a Dreamers, House of Achievers, and House of Service. Students will each be part of a multigrade House family to develop mentor relationships with other students and staff. Character Development will be incorporated weekly through Bobcat Bonus Days and Flex Fridays.

Strategy's Expected Result/Impact: Students will feel connected to the campus and have a support system to help navigate the middle school years.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
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June

Strategy 3: A campus SEL Leadership team will be created to provide guidance on the campus Social and Emotional Learning Development plan.

	Formative
Strategy's Expected Result/Impact: Feedback from staff and students will help guide campus decisions regarding SEL so it will ensure to meet the needs of the DMS campus.	Nov
Staff Responsible for Monitoring: Counselors	Feb
Title I Schoolwide Elements: None	**Problem Statements:** None	June
TEA Priorities: None	**Funding Sources:** None	Summative
ESF Levers: Lever 3: Positive School Culture	June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Explicit training will be provided to all students and staff on campus safety and security protocols.

Strategy's Expected Result/Impact: Students will feel safe being at school and will understand how to respond in an emergency

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative	Summative
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Strategy 2: Communication will be sent to parents when safety training occurs on the campus with safe, transparent information.

Strategy's Expected Result/Impact: Parents will feel well informed and can continue safety conversations with their student.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative	Summative
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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: House attendance competitions will be conducted in each grading period to encourage students to come to school as they are accountable to a group bigger than themselves.

Strategy's Expected Result/Impact: Students will be encouraged to come to school to contribute to the good of the group which will positively impact them personally in the classroom.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: All students will belong to a club during Bobcat Bonus Days and Flex Fridays.

Strategy's Expected Result/Impact: Students will feel a sense of belonging in a personalized club of interest and will encourage them to come to school to participate.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
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No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Meet annually with a site based committee to determine potential future furniture and campus needs.

Strategy's Expected Result/Impact: Remain up to date and prepared for future needs

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Dieterich will have no cross-function budget transfers for the 2020-2021 school year.

Strategy's Expected Result/Impact: Accurate budgeting, in the spring, for the next school year.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2: The budget committee consisting of the Campus Design Team will meet in January to discuss remaining funds in the current school year budget and determine what adjustments need to be made for the following school year.

Strategy's Expected Result/Impact: Conversations of where all money is being spent are had by the leadership team and adjustments are made based on usage to create an accurate budget for the following year.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Use iCoaches, Mentor Teachers, ILLs, and Lead Teachers to teach, train, and model effective and appropriate technology use in the classroom.

Strategy's Expected Result/Impact: Focus on innovation, risk-taking, and the 4Cs in lesson design.

Staff Responsible for Monitoring: Principal, Assistant Principals, and iCoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

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Strategy 2: The professional learning in the afternoon will align with the goals of the morning District Professional Development.

Strategy's Expected Result/Impact: Consistency in communicated goals

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: To implement a support structure on campus designed to build and increase the capacity of staff in curricular and technology integration support.

Strategy's Expected Result/Impact: Building capacity in staff to broaden campus and district success

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Strategy 1: The DieterichTechnology Specialist will assess infrastructure in order to meet student and staff needs.

Strategy's Expected Result/Impact: A viable, robust network for all learners and staff.

Staff Responsible for Monitoring: Technology aide, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2: DMS staff will give the MISD Technology Department feedback on infrastructure as requested, and how it is meeting the needs of students and staff.

Strategy's Expected Result/Impact: A viable, robust network for all learners and staff.

Staff Responsible for Monitoring: Principal, Assistant Principals, and teaching staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: A weekly email will be sent to all staff containing pertinent information from the District and Campus level.

Strategy's Expected Result/Impact: Staff will consistently be well informed on the happenings at the District level and issues affecting the campus specifically so they can serve as an informed ambassador for the District.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Monthly faculty meetings will be held to allow for streamlined communication as well as an opportunity to team build with all staff together.

Strategy's Expected Result/Impact: Increase in overall staff satisfaction and engagement on campus to contribute to the positive campus culture.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 3: All staff members and families will belong to a House within our House system; House of Service, House of Achievers, and House of Dreamers.

Strategy's Expected Result/Impact: Staff will feel more connected to students and staff on a personal level and as a result, contributing to the positive school culture and employee satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 4: Campus Communication will be streamlined through the Dieterich Hub Website

Strategy's Expected Result/Impact: All staff is receiving consistent, accurate, and up to date information that leads to staff feeling confident in their understanding and are able to quickly access needed information. "Empowering all to own their understanding!"

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 5: Staff will be encouraged to participate in weekly district-wide staff meetings on Wednesdays.

Strategy's Expected Result/Impact: Staff will be more involved in the culture of the district, goals, and current needs or events, in addition to being given the opportunity to ask questions directly with district-level administration.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: A weekly newsletter will be emailed on Sunday evenings sharing the highlights from the previous week as well as important information for the weeks following. There will be sections set aside for the happenings in the library, health, and wellness from the nurse and guidance from the counselors. Grade level newsletters will be sent as needed.

Strategy's Expected Result/Impact: Parents will be well informed with consistent information provided to all and a direct line of communication will be established.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Social Media avenues will be used for continual communication with parents and the community (Twitter, Facebook, Instagram, PTO pages, etc.)

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey

Staff Responsible for Monitoring: Principal, Assistant Principals, Librarians

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: In our weekly newsletter, we will send out opportunities for parents and family members to assist with campus needs. (Due to COVID 19, all volunteer work will be conducted off-campus)

Strategy's Expected Result/Impact: Parents and families will feel connected to their child's learning environment.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Volunteer opportunities will be blasted on Social Media as needed to help incorporate parent volunteers as well as business and community members. This will include guest speaker opportunities.

Strategy's Expected Result/Impact: Families and the community will feel connected to the Dieterich learning environment.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Advertise opportunities for committee involvement with the weekly newsletter as well as blasts through email and social media outlets.

Strategy's Expected Result/Impact: More stakeholders will have an avenue to share and participate in the decision making processes at DMS.

Staff Responsible for Monitoring: Principal and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Amanda Rodgers	
Administrator	Blane Rogers	
Classroom Teacher	Andrea Tenant	
Classroom Teacher	Gabi Guest	
Classroom Teacher	Patrick O'Leary	
Classroom Teacher	Melodi Kunn	
Classroom Teacher	Stephanie Speltz	
Classroom Teacher	Kelli Hoke	
Non-classroom Professional	Mendi Melton	
Non-classroom Professional	Lindsay Gardner	
Parent	Glorianne Mason	
Parent	Joandranett Hubbard	
Business Representative	Cindy Dolezal	
Business Representative	Demetria Jones	
Community Representative	Crystal Meyers	
Community Representative	Janna Horn	

Campus Funding Summary

Addendums

Midlothian Independent School District

McClatchey Elementary

Improvement Plan

2020-2021

Mission Statement

The mission of McClatchey Elementary is to design innovative experiences in a 21st century learning environment that develop confidence through purpose, passion and pride.

Vision

Empowering learners with purpose to inspire, serve, and lead.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dolores McClatchey Elementary is five years old. We were built and staffed under the idea that we would be a school of innovation to meet the needs of students that are a part of an ever changing world. We filter all of our decisions through our MISD Cultural Tenets. By placing an emphasis on our Cultural Tenets we are putting the needs of our students first. We believe in guiding our students so they will know their purpose, find their passion, and deliver it with pride!

- **How can we help our students develop a growth mindset?**
- **How do we build a culture where our character education program is our foundation for the development of the whole child?**
- **A positive social, emotional, and academic elementary experience is essential to a child's development.**

DME Demographics

School Population (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	Count	Percent
Student Total	655	100%
Kindergarten Grade	83	12.67%
1st Grade	111	16.95%
2nd Grade	103	15.73%
3rd Grade	120	18.32%
4th Grade	134	20.46%
5th Grade	104	15.88%

Grade Level	Total in Grade	(1) American Indian or Alaskan Native	(2) Asian	(3) Black or African American	(4) Native Hawaiian / Other Pac Islander	(5) White	Hispanic/Latino	Two or Cat

-2	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	
-1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	
0	91 47 / 44	0 0 / 0	0 0 / 0	6 2 / 4	0 0 / 0	64 33 / 31	15 8 / 7	
1	78 38 / 40	1 0 / 1	1 0 / 1	5 0 / 5	0 0 / 0	56 31 / 25	12 6 / 6	
2	117 58 / 59	0 0 / 0	1 1 / 0	10 5 / 5	0 0 / 0	85 43 / 42	16 5 / 11	
3	113 60 / 53	0 0 / 0	0 0 / 0	5 1 / 4	0 0 / 0	77 39 / 38	21 14 / 7	
4	121 52 / 69	0 0 / 0	0 0 / 0	4 1 / 3	0 0 / 0	87 36 / 51	22 14 / 8	
5	137 70 / 67	0 0 / 0	0 0 / 0	5 4 / 1	0 0 / 0	95 50 / 45	27 13 / 14	
Total	657 325 / 332	1 0 / 1	2 1 / 1	35 13 / 22	0 0 / 0	464 232 / 232	113 60 / 53	1

Student Demographics (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

Count/Percent

Gender

Female 321 49.01%

Male 334 50.99%

Ethnicity

Hispanic-Latino 113 17.25%

Race

American Indian -Alaskan Native 0 0.00%

Asian 2 0.31%

Black - African American 31 4.73%

Native Hawaiian - Pacific Islander 00.00%

White 469 71.60%

Two-or-More40 6.11%

Student by Program (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

Count/Percent

Bilingual 0 0.00%

English as a Second Language (ESL)8 1.22%

Career and Technical Education (CTE)0 0.00%

Free Lunch Participation 81 12.37%

Reduced Lunch Participation11 1.68%

Other Economically Disadvantaged0 0.00%

Gifted and Talented44 6.72%

Special Education (SPED)95 14.50%

Title I Participation0 0.00%

Dyslexia44 6.72%

Homeless Statuses

Homeless Status Total3 0.46%

Shelter0 0.00%

Doubled Up3 0.46%

Unsheltered0 0.00%

Hotel/Motel0 0.00%

-

Other Student Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

CountPercentAt-Risk 133 20.31%

Economically Disadvantaged 92 14.05%

Title I Homeless 0 0.00%

Immigrant 2 0.31%

Limited English Proficient (LEP) 8 1.22%

Migrant 0 0.00%

Military Connected 18 2.75%

Foster Care 3 0.46%

CTE Single Parent/Pregnant Teen 0 0.00%

Section 504 45 6.87%

Intervention Indicator 128 19.54%

IEP Continuer 0 0.00%

DME Special Programs

- **Gifted and Talented Program**
- **Community Based Instruction**
- **Resource**
- **Content Mastery**
- **BAC**
- **Speech**
- **ESL/Dyslexia**
- **Fine Arts-Art & Music**
- **Physcial Education**

Stakeholders and Staff Members contribute to the development of our Campus Improvement Plan.

Our staff retention rate is: 98%

- **New Teachers are supported through our mentor program**
- **New Teachers meet with administrators-Fall and Spring and as needed**
- **We build capacity by keeping all staff members well informed.**
- **Professional development is personalized and purposeful. (small group, large group, content area, PLC's)**
- **Implementation is demonstrated in the classroom, lesson plans, and by academic data.**
- **Strong teachers share best practices with staff members. (model, discussed)**
- **Teachers that need support meet with the principal. (collaborate, book study)**

Our community is continuing to grow. Average cost of homes is about $350,000.

Demographics Strengths

Our students excel in our character education initiative, as our discipline referral data proves.

Our students continue to desire to serve outside of our DME campus by brainstorming ideas to serve the community through service projects.

Our staff turnover rate is minimal, as our data shows.

Our students can explain what it means to know their purpose, how to find their passions, and how to deliver each with pride.

Problem Statements Identifying Demographics Needs

Problem Statement 1: DME will continue to create an environment that encourages inclusivity. **Root Cause:** We will focus on the MISD Cultural Tenets.

Student Learning

Student Learning Summary

- **The intervention program on our campus is providing additional support to students who need extra assistance for growth. Once our Tier 2 and Tier 3 students are identified we are able to meet with these students in small group settings with a certified teacher to provide extra support for their gaps. We are also have an enrichment time built into our master schedule for students who are excellling and need enrichment.**

Student Learning Strengths

DME's RTI Program

- **Identify TIER 2 and TIER 3**
- **Set Goals**
- **Progress Monitor**
- **Goal to close the gaps and move from TIER 3 to TIER 2 to stay on TIER 1**
- **Meet with TIER 3 Teachers every 7 weeks**
- **Meet with TIER 2 Teachers every 10 weeks**

As a campus, we will analyze the following students in these catagories to implement effective instruction in areas where gaps are apparent.

STUDENTS THAT APPROACH----SIGNIFICANT INTERVENTION THE NEXT YEAR IN SUBJECT AREA

STUDENTS THAT MEETS-----GAPS THAT NEED INTERVENTION THE NEXT YEAR IN SUBJECT AREA

STUDENTS THAT MASTER-----BEST PRACTICES IN TIER I

DME Resources:

- **Imagine Math**
- **Istation**
- **Amplify**
- **Stemscopes**
- **Eduction Galaxy**
- **ISIP**
- **Number Talks**
- **Number Corners**
- **1 to 1 devices**
- **Small Group Instruction**
- **PLC's**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: DME continues to focus on moving our students from meets to masters. **Root Cause:** We will focus on the MISD Learner Experience and Learner Profile.

School Processes & Programs

School Processes & Programs Summary

The teachers in grades K-5 use the TRS system for Math and Science with fidelity.

Teachers in 3-5 are using the TRS system for ELAR and Social Studies.

The teachers in grades K-2 are following the scope and sequence in Wonders for both ELAR and Social Studies.

All teachers are following the scope and sequences presented by the district. This is documented in their lesson plans, teacher walk throughs, through PLC's collaboration, and formal evaluations.

The teachers work on district iplan days to design learning experiences that enable them to engage in autihentic work. The teachers are sttriving to develop students that are problem solvers.

The teachers are being trained to design lessons where students are given choice to show what they have learned. We want them to be to apply their learning.

DME tracks each students progress on data spreadsheets. The teachers use the data to analyze what students may need enricchment and what students may need intervention.

Our assessments include:

- ISIP
- Amplify
- Education Galaxy
- Imagine Math
- DRA
- Acadience
- TX-KEA for kindergarten

All teachers analyzed grade level data documents.

Two goals were set to improve on.

The teachers documented where the TEK fell according to their TRS document or WONDERS, what they need to different when designing lessons around this goal, and who was going to hold the team accountable for making changes.

The teachers are part of a district PLC, a DME PLC, and part of a vertical PLC team to enhance best classroom practices.

Technology is infused throughout each students school day. We have one-to-one devices. The teachers utilize technology to enhance lessons. The use of technolgoy has also enabled students to have more choice. The iCoaches support our staff and students in the use of technology.

School Processes & Programs Strengths

Each content area teacher at DME collaborates to designs lessons and shares instructional practices on a weekly basis at grade level PLCs. The teachers have a plethora of resources to support the TRS system, including Wonders for ELAR/SS that also support different learner groups ie-ELL/At-Risk students.

An additional strength is our district provides various professional development opportunities offered at the district instructional office.

New teachers are also provided with a mentor to increase their ability to successfully implement new programs and processes.

Teachers engage in data analysis after assessments to determine individual students' needs and adapt their instruction accordingly through differentiation. They reference the article, "Student by Student, Target by Target", which asks the 4 questions: What do we want our students to learn?, How will be know if they have learned? (team developed common assessments), What will we do if they don't learn? (systematic interventions), What will we do if they already know it? (extended learning).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: DME will use a PLC process to collaborate and guide collegial conversations. **Root Cause:** We will focus on best practices and lesson design.

Perceptions

Perceptions Summary

Our culture is based around our DME Mission and Vision:

<u>Vision</u>:

Empowering learners with purpose to inspire, serve, and lead.

<u>Mission</u>:

Design innovative experiences in a 21st. Century learning environment that develop confidence through purpose, passion, and pride.

-

<u>Commuinication</u>-

- **Facebook**
- **Twitter**
- **weekly newsletter**
- **marquee**
- **staff newsletter**

One way we build a positive, safe culture is by implementing the Character Counts Character Education Program. There are 6 pillars to the program. We focus on one pillar a month.

- **Monthly Assemblies**
- **Book-Of-The-Month**
- **School Counselor Led Lessons**

Our school discipline process is embedded through our Character Counts initiave. We always use restorative discipline practices if a student need arises. We have a character lab. We use the lab as a teachable moment opportunity to guide, talk, and listen to our students. Our discipline data reveals that we have been successful in implementing character education practices to elevate discipline problems.

Our district SRO and safety support personnel come to DME meetings to discuss safety with all staff. We are currently reviewing and practicing our safety drills. We have studied our crisis plan and have reviewed what to do in different emergency situations.

Perceptions Strengths

We have many things in place to maintain a positie culture and climate.

- **House System**
- **Media Team**
- **Student Led Assemblies.**
- **Chess Club**
- **Math Pentathlon**
- **Destination Imagintation**
- **All City Choir**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: DME continues to study and review the MISD cultural tenets to continue implementation on campus. **Root Cause:** We want to ensure that all decisions are filtered through the MISD cultural tenets.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Other Prekindergarten and Kindergarten assessment data
- 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
- 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 and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings.

Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Percentage of students achieving MASTERS level on STAAR/EOC for each assessment
* 5th Grade---
Math=(18-19=56%) 20-21=61%
Reading=(18-19=46%) 20-21= 50%
Science=(18-19=28%) 20-21=30%
* 4th Grade---
Math=(18-19=45%) 20-21= 47%
Reading=(18-19=17%) 20-21= 22%
Writing=(18-19=9%) 20-21=14%
* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)
Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Iplan Day, Campus Professional Development, PLCs, C4D and iCoach Sessions and lesson designs

Principal, AP, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: During the October PLC, 100% teachers will analyze pre and post assessments in their content areas in each grade level and will review the data in comparison with the specificity of TEKS to increase rigor to meet the strategy's expected results/impact.

With follow up in January.

Strategy's Expected Result/Impact: 70% of our students will show progress on pre- and post- progress indicators.

Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Staff Responsible for Monitoring: Principal/Assistant Principal/ICoach/ Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Teachers will use pre and post assessment data to design instruction for students with a focus on Tier 1 instruction and enrichment for students showing mastery at an early stage.

Strategy's Expected Result/Impact: 70% of our students will show progress on pre- and post- progress indicators.

Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: 100% of K-5 Math content teachers will use ETA hand2mind number fluency kits. (K-5) to build number sense in all students.

Strategy's Expected Result/Impact: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Percentage of students achieving MASTERS level on STAAR/EOC for each assessment
* 5th Grade---
Math=(18-19=56%) 20-21=61%

* 4th Grade---
Math=(18-19=45%) 20-21= 47%

* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: 100% of K-5 Science teachers will integrate Stemscopes to ensure a clear alignment of science through all grades.

Strategy's Expected Result/Impact: 5th grade Science Masters Level =(18-19=28%) 20-21=30%)
70% of students in 4th and 5th grade will show growth in pre- and post- PI.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 6: Teachers will explicitly teach phonics and spelling instruction to build reading fluency and decoding strategies.

Strategy's Expected Result/Impact: HB3 Goals
Kindergarten students will be on track 70% in phonics. (amplify)
First grade students will be on track 70% in spelling. (istation)
Second grade students will be on track 56% in spelling. (istation)
Third grade students will be on track 58% in spelling. (istation)

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 7: 3rd -5th grade math teachers will create and utilize performance assessments to connect classroom instruction, assessment, and application of skills within an authentic real-world context.

Strategy's Expected Result/Impact: 70% of students will meet expectations on the Learner Experience rubric. (piloting)

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 8: Teachers will maintain data sheets on each student to track growth and areas of difficulty after each assessments/PI's.

Strategy's Expected Result/Impact: 70% of our students will show progress on pre- and post- progress indicators.

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: 100% of K-5 students will participate in a variety of L.A.M.P. activities via zoom during scheduled times (approx. 15) throughout the school year to build co-curricular skills and explore future career opportunities.

Strategy's Expected Result/Impact: 100% of students will participate in co-curricular activities as seen in tracking and develop soft skills.

Campus wide L.A.M.P. will expose DME students to various career pathways.
70% of DME students will be able to share feedback regarding interests in what they want to be when they grow up.

Staff Responsible for Monitoring: Principals
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: 100% of teachers will utilize available technology to enhance lesson design.

Strategy's Expected Result/Impact: 90% of teachers will score accomplished or higher on M*Powered planning/instruction indicators.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
ICoach

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 100% of K-5 students and staff will participate in campus HOUSE meetings during scheduled times (approx. 9) throughout the school year.

Strategy's Expected Result/Impact: Membership in the HOUSE system will promote the setting of goals, competing together, and motivation and encouragement of each other throughout the campus. Each colored house will earn house points based on our character counts pillars each 9 weeks. 100% will participate.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Teachers will use the learner experience profile to incorporate the 4Cs into instruction. -(Engage/Inquire / Explore / Collaborate / Design-Create / Reflect-Connect)

Strategy's Expected Result/Impact: 90% of staff will score proficient or above in mpowered ttess learning environment domain.

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Teachers in grades 3rd-5th will incorporate Performance Assessments

Strategy's Expected Result/Impact: 70% of students will meet expectations on the Learner Experience rubric. (piloting)

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 6: Teachers will set an academic goal and a character goal with each student.

Strategy's Expected Result/Impact: 90% of the students will meet their goals.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Region 10 Cooperative Teacher Recruitment and Training - includes ELL training and Bully Prevention programs for all new staff members.

Strategy's Expected Result/Impact: MISD Calendar of events.

100% of new teaching staff members will participate in ELL training and bully prevention programs as needed.

Staff Responsible for Monitoring: Lisa Knight
Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Utilize the learner experience profile and cultural tenets in my facilitation of the PLCs.

Meet with every grade level (3-5) PLC to review the Leadership Report card (three years data points). Identify success areas and areas of need.

Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Percentage of students achieving MASTERS level on STAAR/EOC for each assessment
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* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)
Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Principal
Assistant Principal
iCoach
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Developing a campus "Placemat" with goals from each PLC team, incorporating cultural tenets, and including character education pillars (House System); PLC format=learner experience profile to showcase our campus and focus.

Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

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* 3rd Grade---
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Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Principal
Coach Gena

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: 100% of teachers will adjust instruction for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera, showing an increase of creation from Bright Bytes data.
Through all PLC's, address design, personalization and differentiation, and enrichment (Schoology article) to ensure an understanding of the terms and what they look like in the classroom

Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

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* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)
Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers
icoach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Teachers will collaborate to discuss Pre and Post assessments. The data analysis will guide design of lessons.

Strategy's Expected Result/Impact: 70% of our students will show progress on pre- and post- progress indicators.

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers
Icoach

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Strategy 1: ICE TIME-Intervention Collaboration and Enrichment-Implement a grade level time (4 days/week) for students to receive prescriptive interventions based on weak S.E's to maximize student learning and close performance gaps.

Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

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Reading=(18-19=46%) 20-21= 50%
Science=(18-19=28%) 20-21=30%
* 4th Grade---
Math=(18-19=45%) 20-21= 47%
Reading=(18-19=17%) 20-21= 22%
Writing=(18-19=9%) 20-21=14%
* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)
Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Principals
Assistant Principal
SAT Committee
Interventionist
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: SAT DAY-Teachers and administrative staff will come together to discuss and set goals for students who are struggling according to set standards in the RTI handbook.

Tier 2 Meetings= 7 week rotation and

Tier 3= 10 week rotation

Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Percentage of students achieving MASTERS level on STAAR/EOC for each assessment
* 5th Grade---
Math=(18-19=56%) 20-21=61%
Reading=(18-19=46%) 20-21= 50%
Science=(18-19=28%) 20-21=30%
* 4th Grade---
Math=(18-19=45%) 20-21= 47%
Reading=(18-19=17%) 20-21= 22%
Writing=(18-19=9%) 20-21=14%
* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)
Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers
Interventionist
Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Teachers will collaborate to discuss pre- and post- assessments. The data analysis will guide design of lessons.

Strategy's Expected Result/Impact: 70% of our students will show progress on pre- and post- progress indicators.

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Teachers in Kinder will implement and analyze Amplify data to assess students in reading and math three times a year. Teachers in grades 1-5 will implement istation and imagine math data to assess students in reading and math three times a year.

Strategy's Expected Result/Impact: HB3 Goals
Kindergarten students will be on track 70% in phonics. (amplify)
First grade students will be on track 70% in spelling. (istation)
Second grade students will be on track 56% in spelling. (istation)
Third grade students will be on track 58% in spelling. (istation)

Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%

Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%

Percentage of students achieving MASTERS level on STAAR/EOC for each assessment
* 5th Grade---
Math=(18-19=56%) 20-21=61%
Reading=(18-19=46%) 20-21= 50%
Science=(18-19=28%) 20-21=30%
* 4th Grade---
Math=(18-19=45%) 20-21= 47%
Reading=(18-19=17%) 20-21= 22%
Writing=(18-19=9%) 20-21=14%
* 3rd Grade---
Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)
Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)

Staff Responsible for Monitoring: Principal
Asst. Principal
Icoach
Interventionist
Counselor
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: District counselors will conduct a Parent U zoom to explain the DUKE TIP program and benefits for parents.

Strategy's Expected Result/Impact: 25% of 4th and 5th graders will participate in the Duke Talent Identification Program.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor

Title I Schoolwide Elements: 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Students will participate in a Virtual Career Day via zoom.

Strategy's Expected Result/Impact: 100% of students will participate.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: Utilize research based screening process 100% of the time. (HumanEX)

Strategy's Expected Result/Impact: Hire 100% highly-qualified candidates

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: For all interviews, the interview committee utilizes high level interview questions based on our MISD Cultural Tenets.

Strategy's Expected Result/Impact: Hire 100% highly-qualified candidates

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: 100% of new to teaching staff on campus will participate in the MISD Mentorship Program. $1000 (from Federal/Title)

Strategy's Expected Result/Impact: 90% employee satisfaction as measured by district survey

Staff attendance will maintain at 97.5%.

Staff retention rate will maintain. 98%

Staff Responsible for Monitoring: Mentor
Principal
Asst. Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Recognize Staff (assemblies, live announcements, birthday recognition, grade level meetings, C4D, PTO lunches, teacher interviews on live announcements, McClatchey Classroom Hub) in order to motivate the staff and retain staff members.

Strategy's Expected Result/Impact: 92% employee satisfaction as measured by district survey

Staff attendance will maintain at 97.5%.

Staff retention rate will maintain at 98%.

Staff Responsible for Monitoring: Principal
Assistant Principal
PTO
Librarian
Teachers
Sunshine Committee

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Staff will lead professional development opportunities for the campus in Best Practices in learning

Strategy's Expected Result/Impact: Encourage leadership growth with 6% of staff leading professional development on campus.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Encourage all staff to participate in District Leadership initiatives such as MALA, iCoaches, Aspiring Leadership Academy.

Strategy's Expected Result/Impact: Increased leadership capacity in staff by having at least 2 teachers apply for district leadership opportunities.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Utilize district support staff for the social and emotional development of our students.

Strategy's Expected Result/Impact: Each grade level will collaborate with a district support staff at least 2 times this year.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers
District SEL Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Social and Emotional Learning
-Monthly Assemblies, via zoom, focus to teach students how to find their purpose, know their passion, and to deliver it with pride and a focus on character education.
-L.A.M.P. Time (learning about my passion) students will explore their passions and careers via zoom.
-DME counselor will provide weekly lessons for individual classrooms to educate our students on the Character Counts Pillars via zoom.
-DME counselor will hold Thoughtful Thursday's weekly during live announcements. (SEL topics)
-Teachers will recognize two students from their grade level each month who are exhibiting a particular character trait.
-High School Pals

Strategy's Expected Result/Impact: Percentage of time allocation for direct school counseling services will increase from 24.6% to 30%.
Attendance rates to increase from 97.3% to 97.5%

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: House System (Cultural Tenet) We are Family
Each month the meetings will focus on a character education pillar.
Creating a family-like bond with mixed grade level groups and staff members.
As a house, they can earn points through display of good character, academic growth and excellence, teamwork, compassion, school spirit and being accountable to each other.
Houses will collaborate and conduct a service learning project.

Strategy's Expected Result/Impact: Attendance rates to increase from 97.3% to 97.5%

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor
Staff

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: McCops Safety Committee will create the campus safety plan that will outline all policies and procedures in case of emergencies. This team will help facilitate campus drills and help communicate with the members of the district safety and security team.

Strategy's Expected Result/Impact: 90% positive responses to safety and security survey questions.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Raptor will be utilized for 100% of visitors to campus.

Strategy's Expected Result/Impact: 90% positive responses to safety and security survey questions.

Staff Responsible for Monitoring: Principal
Asst. Principal
Office Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: DME will offer a variety of student clubs for students to participate in: Chess Club, All City Choir, Math Pentathlon, Media Team, STUCO, DI, Rowdy Runners, robotics.

Strategy's Expected Result/Impact: The number of students participating in extracurricular activities will increase 5%. (327 to 343)

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Daily publish and celebrate examples of growth mindset among students.

-Facebook
-Twitter
-Family Newsletters
-DME Marquee

Strategy's Expected Result/Impact: Attendance rate to increase 97.3% to 97.5%.

Staff Responsible for Monitoring: Principal
Asst. Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: If additional renovations are needed a renovations team will be created that involves staff, students, and community.

Strategy's Expected Result/Impact: Increased ownership and collective wisdom for the school.

Staff Responsible for Monitoring: Principal
Asst. Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop a yearly budget that is 100% aligned to the financial expenditures connected to the campus goals and the MISD cultural tenets.

Strategy's Expected Result/Impact: Number of cross-function transfers to equal 0%.

Staff Responsible for Monitoring: Principal
Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Iplan Days, Campus Professional Development and campus PLCs are scheduled on the 20-21 calendar to promote best practices and support curriculum and technology integration and support virtual learning.

Strategy's Expected Result/Impact: 90% of teachers scoring accomplished or higher on MPOWERED planning/instruction.

CASE Score in Classroom domain as proficient or higher as measured by Brightbytes

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers
Icoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: Icoaches will implement a calendar of visits with staff to increase the capacity of staff in curricular and technology integration support.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Principal
Asst. Principal
Icoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: DME will use a variety of communication tools to communicate with 100% of staff (email, newsletters, social media, and Remind 101. calendar invites, LID notes, grade level meeting, McClatchey Messenger, Faculty meetings, shared calendar, and McClatchey Informational Hub).

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an overall employee satisfaction going from 98% to 99% satisfaction on the Youth Truth survey.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Design and hold a variety of collaborative meetings to include 100% of the staff: (C4D, Staff Meetings and Team Building Activities))

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an overall employee satisfaction going from 98% to 99% satisfaction on the Youth Truth survey.

Staff Responsible for Monitoring: Principal
Asst. Principal
Sunshine Committee

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: DME will use a variety of communication tools to communicate with 100% of parents (email, newsletters, social media, McClatchey Messenger and a shared calendar).

DME staff will manage and update campus and teacher websites, Facebook page, and Twitter feeds with campus news, events, and notifications.

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an increase of 93% to 98% satisfaction on the communication key measure on the Youth Truth survey from family survey.

Staff Responsible for Monitoring: Principals
Office staff
LMS
PTO

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: DME will work with the PTO to encourage 100% engagement of families in school.

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an increase from 72% to 80% overall satisfaction on the communication key measure on the Youth Truth survey from family survey.

Community partnerships will be maintained.

Staff Responsible for Monitoring: Principal
Asst. Principal
PTO

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Customer Service.
Training for 100% of office staff on customer service.

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an increase from 72% to 80% overall satisfaction on the communication key measure on the Youth Truth survey from family survey.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: In partnering with our PTO and community volunteers DME will continue to communicate and include volunteers as appropriate while maintaining Covid 19 safety procedures.

-Counselor Virtual Career Week -set up community to participate virtually.

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an increase from 72% to 80% overall satisfaction on the communication key measure on the Youth Truth survey from family survey.

Community partnerships will be maintained.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor
PTO

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for McClatchey Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 109 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$55,155.00
199 E 11 6129 00 109 0 24 000	6129 Salaries or Wages for Support Personnel	$3,923.49
	6100 Subtotal:	**$59,078.49**

Personnel for McClatchey Elementary

Name	Position	Program	FTE
Cowell, Cay	Teacher	First Grade Interventionist	.25
Hendricks, Christina	Paraprofessional	McClatchey Content Mastery At-Risk	.25
West, Matthew	Teacher	Interventionist	.90

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Stacy Germany	Principal
Administrator	La-shea Slaydon	Assistant Principal
Non-classroom Professional	Nikki Moon	Counselor
Classroom Teacher	Angeli Johnson	Fifth Grade Teacher
Classroom Teacher	Shannon Henderson	Third Grade Teacher
Classroom Teacher	Chaynie Borum	Third Grade Teacher
Classroom Teacher	Ashley MacDonald	Fifth Grade Teacher
Classroom Teacher	Jillian Alexander	Second Grade Teacher
Classroom Teacher	Mischa Wadsworth	Fifth Grade Teacher
Parent	Ana Luz Hernandez	Parent
Parent	Amy Cornett	Parent
Parent	Carissa Martinet	Parent
Business Representative	Maci Pittman	Nutrition Theory
Community Representative	Sherry Goldman	community
Business Representative	Celina Chambers	Business
Community Representative	Dolores McClatchey	community
District-level Professional	Judy Walling	District

Campus Funding Summary

Addendums

Midlothian Independent School District

Frank Seale Middle School

Improvement Plan

2020-2021

Mission Statement

Frank Seale Middle School is committed to meeting the needs of all students by recognizing the physical, social and emotional requirements that are unique to the middle school student while maintaining the highest possible academic standards in an environment that is safe, inviting, and conducive to learning.

Vision

Frank Seale Middle School.... inspiring excellence today to change the world tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Seale Middle School serves almost 700 students in grades 6-8 in an ever growing North Texas community. We are engaged with our students, parents, staff, community and school district through multiple avenues.

The demographics of Frank Seale Middle School are:

White - 48%
Hispanic - 35%
African American -9%
Two or Mors - 6%
Asian/Pacific Islander -.06%

44% of students are Economically Disadvantaged. 17% of students qualify for Special Education services. 9.5% of students are English Language Learners.

Student performance on STAAR indicates three subpopulations scoring lower in the areas of Math and Writing compared to other student subpopulations. As student population increases and subpopulation groups grow campus interventions will target SPED, Hispanic, and Economically Disadvantaged student groups. 7th Grade Math SPED scored 40%. Writing SPED was at 27%. Economically Disadvantaged scored at 60%.

Demographics Strengths

Demographics Strengths:

Reading STAAR:

White - 88%
Hispanic - 81%
AA - 88%

Econ. Dis. - 78%

Math STAAR:

White - 90%
Hispanic - 86%
AA - 79%
Econ. Dis. - 80%

21% of students are Economically Disadvantaged. 9% of students qualify for Special Education services. Our mobility rate was 7.4% from 2015-16 to 2016- 17. 3.2% of students are English Language Learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantage continue to perform below that of their non-economically disadvantaged peers. **Root Cause:** Growing sub pop with limited change in instruction practices

Problem Statement 2: Limited sections and larger class sizes for ELL students. **Root Cause:** Fastest growing population of ELL's

Student Learning

Student Learning Summary

Student Achievement Summary:

Frank Seale Middle School is rated as Met Standard by TEA for the 2017-18 year with no disctinctions.

In _____ the passing rates for all students at FSMS in the areas of Math, Reading, Writing, Science and Social Studies were 77% to 93%. Scores for the subpopulations of Special Education, Economically Disadvantaged and Hispanic continues to be a focus for the campus for the 2018-2019 school year.

The subpopulation of Economically Disadvantaged experienced a 4% increase in Math scores and a 7% increase in Science scores. The scores in math for the subpopulation Hispanic decreased by 2% to 84% and increased in the area of science by 7%. Measures will be taken to strengthen academic performance in the areas of Math and Science. A focus will be placed in the areas of Special Education in Reading and Math.

Student Learning Strengths

Student Achievement Strengths :

Frank Seale Middle School has numerous strengths:

- 84% of all students met standard in the area of Reading/ELA
- 18% of all 6th-grade students met Advanced Performance
- 32% of all 7th-grade students met Advanced Performance
- 30% of all 8th-grade students met Advanced Performance
- 48% of all students met standard in the area of Writing
- 14% of all 7th-grade students met Advanced Performance
- 93% of all students met standard in the area of Math
- 37% of all 6th-grade students met Advanced Performance
- 31% of all 7th-grade students met Advanced Performance
- 33% of all 8th-grade students met Advanced Performance
- 77% of all students met standard in the area of Social Studies
- 36% of all 8th-grade students met Advanced Performance
- 84% of all students met standard in the area of Science 2
- 36% of all 8th-grade students met Advanced Performance

7th grade Math increased from an 80% to a 91% passing rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Decrease in the number of campus distinctions earned. **Root Cause:** Lower percentage of students achieving Masters level compared to like minded campuses.

Problem Statement 2: Economically disadvantage continue to perform below that of their non-economically disadvantaged peers. **Root Cause:** Growing sub pop with limited change in instruction practices

School Processes & Programs

School Processes & Programs Summary

Frank Seale Middle School staff is rated highly qualified and is devoted to training and professional development opportunities that enhance student learning and engagement.

School Processes & Programs Summary:

FSMS recruits teachers on a year-round basis. This is accomplished by encouraging student observers, by mentoring student teachers, by utilizing our own staff to recruit from other districts, and by networking. Detailed lists of prospective teachers are kept for future reference, with regular contact being made with prospects. We also use the Humanex screener to screen candidates for interviews, which are conducted by the committee. Before teachers are selected, they also teach a mini-lesson for staff and students.

FSMS uses PLC's in the fall to build teachers and their confidence/capacity to become leaders in the classroom and on campus. We send staff to professional developments, such as Kasey Bell Dynamic Learning for the Digital Age, and have those leaders share, as they did with staff on professional development. Every teacher is a life long learner. Every teacher is a leader. We believe in supporting and encouraging our teachers by encouraging and modeling a "Growth Mindset" for all and want teachers to model this for students. The cebtral theme in campus decision making is guided as to what is best for students.

School Processes & Programs Strengths

Frank Seale Middle School is excited to once again wholeheartedly participated in the MISD 2018-19 M*Powered one-to-one device rollout and is utilizing the one-to-one model to its fullest advantage with all students in all classrooms.

FSMS will use the Grand Central Station (GCS) model to assist struggling learners. We use 3 levels: Level 1, Level 2, and Level 3. These levels help align with Response To Intervention (RTI) requirements. Additionally, struggling students receive help with Math and Reading through Accelerated Math and Reading Instruction (AMI and ARI).

FSMS uses the TEKS Resource System (TRS) for our curriculum pacing guide. Several tools are available to teachers within this system, such as the Year at a Glance, the Instructional Focus Document, and the TEKS Verification Document. Teachers have also been supported through Iplan days and Isupport days to encourage planning and collaboration in this process. This has allowed teachers to "stay ahead" in their planning and provided time during the year for them to think, be creative, and communicate during the day.

Administrators and teachers have begun to use restorative discipline practices with students. This approach emphasizes to students that their behavior affects others. It focuses students to think about what they have done, what they would do differently if placed in the same situation again, and how they can make things right for all involved.

Technology Strengths:

- M-Powered One-to-One device roll-out and implementation
- Canvas Online Learning Management System
- Ongoing student Digital Citizenship training
- Technology-enriched lessons are integrated into all academic areas in all grade levels

Ongoing communication occurs between students, parents, community members, and stakeholders.

Communication Strengths:

- FSMS campus website
- FSMS Facebook page
- FSMS Twitter updates
- PTO (Parent Teacher Organization) website linked to the campus home page
- PowerSchool is available to all parents and students to access up-to-date student information and grades
- Email is used as a form of communication between parents and staff
- Canvas Online Learning Management system is available to all parents and students to increase communication and interactive learning with students
- Teacher Website through Canvas Online Learning Management system

Staff Quality, Recruitment, and Retention Strengths:

Professional staff annually complete required continuing education in the following areas:

- Gifted/Talented - 6 hours per year
- Pre-Advanced Placement - 9 hours every three years
- Technology - 6 hours per year
- Bloodborne Pathogens, Diabetes, and other state-mandated updates annually
- Thinking Maps
- Continued implementation of focus on Protocols for student engagement,
- TELPAS training,
- Kasey Bell Dynamic Digital Learning,
- Texas Band Masters Association,
- MTA,
- T-TESS Training for teachers,
- 1st and 2nd-year mentor teacher academies,
- TALA - Texas Adolescent Literacy Academy,
- CAMT - Conference for the Advancement of Mathematics Teaching

- Child Abuse and Neglect Sexual Harassment
- Anti- Bullying training.
- Digital Citizenship training is ongoing.
- We are doing the "Empowered" Book study this year

FSMS believes that students should find their work to be engaging. We believe teachers should work on the work- creating lessons that students WANT to do and they devote their energy, time, and attention to these tasks. Teachers frequently survey students in the class and ask for feedback to help to adjust lessons. Our philosophy is that we build relationships with students to be able to foster collaboration for all involved. Simply put: We exists for our students and their excellence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited sections and larger class sizes for ELL students. **Root Cause:** Fastest growing population of ELL's

Priority Problem Statements

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Continued focus on the Four C's - Communication, Collaboration, Creativity and Critical thinking as teachers lesson design. Utilization of PLC time to increase rigor for students.

Strategy's Expected Result/Impact: Increase in student collaboration.

Staff Responsible for Monitoring: FSMS Administration, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: Teachers will utilize monthly PLC's and district iPlan days to develop lessons focusing on the 4 C's

Strategy's Expected Result/Impact: Utilizing PLCs and iPlan days will result in planning high rigor lessons that would ensure building a stronger foundation in math and reading for all students.

Staff Responsible for Monitoring: Teachers and Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

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Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: Increase the number of students enrolled in Pre-AP or AP courses.

Strategy's Expected Result/Impact: Increase total participation by 5%

Staff Responsible for Monitoring: Teachers
Counselors
FSMS Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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Strategy 2: 5th grade parent night to promote the increase enrollment in Pre-Ap courses.

Strategy's Expected Result/Impact: Increased Pre-Ap enrollment

Staff Responsible for Monitoring: Counselors, Teachers, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Identifying students for our new AVID class

Strategy's Expected Result/Impact: More students taking advanced classes

Staff Responsible for Monitoring: Pam Holmes, Jessica Trezza

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Establish and implement PLC content teams so that lesson planning creates deep level of learning for our students.

Strategy's Expected Result/Impact: Meeting student needs at all levels. Stretching our instructional practices to challenge our students in deeper learning activities.

Staff Responsible for Monitoring: PLC lead teachers, Appraisers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Creation of AVID

Strategy's Expected Result/Impact: Increased students population in advanced classes

Staff Responsible for Monitoring: AVID Teacher, Counselors, Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: utilize hiring rubric to identify and hire highly qualified staff

Strategy's Expected Result/Impact: Retain 93% of staff annually.

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Strategy 2: Utilize Humanex interview process to screen candidates for interviews.

Strategy's Expected Result/Impact: Interview of highly qualified candidates.

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 3: Create a partnership with local universities to promote internships

Strategy's Expected Result/Impact: large pool of potential candidates

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Foster a community of positive relationships and professional growth amongst new staff.

Strategy's Expected Result/Impact: decrease in staff turnover

Staff Responsible for Monitoring: FSMS Administration, teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Strategy 2: Buddy teachers for all first year staff

Strategy's Expected Result/Impact: Increased support for new staff, better understanding of FSMS

Staff Responsible for Monitoring: Mentor Teachers, FSMS administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Annual Staff survey to gather input on how to better serve and support the staff of FSMS

Strategy's Expected Result/Impact: Staff centered ideas for school improvement and service

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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100%
Accomplished
Continue/Modify
Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Identify and encourage FSMS teachers to participate in the MISD Leadership Academy (MALA) in partnership with DBU in year three.

Strategy's Expected Result/Impact: Increased leadership capacity

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2: Increased the number of FSMS staff serving on campus and district committees

Strategy's Expected Result/Impact: Increased in leadership capacity

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Continuous staff training (PLC) to aide staff in being able to identify student crisis to be reported.

Strategy's Expected Result/Impact: Increase in the number of counseling referrals

Decrease in Gaggle Reports

Staff Responsible for Monitoring: Counselors

FSMS Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Counselor led students guidance lessons via Cub Academy 2 times each semester

Ongoing Guidance Courses:
Suicide Prevention/Response
Conflict Resolution - peer to peer
Coping Skills
Digital Citizenship

Strategy's Expected Result/Impact: Increase in student reporting
Decrease in Gaggle Reports
Decrease in discipline issues

Staff Responsible for Monitoring: FSMS Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: FSMS Administration and teachers will utilize Restorative training tools to foster positive relationships between students and staff

Strategy's Expected Result/Impact: Repair damaged relationships, proactive approach in prevent negative behaviors

Staff Responsible for Monitoring: Teachers, Counselors, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 4: Weekly Social and Emotional Learning lesson implemented every Friday via Cub Academy

Strategy's Expected Result/Impact: Increase in positive student well-being

Staff Responsible for Monitoring: Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Continually staff training on MISD safety protocol

Strategy's Expected Result/Impact: Safe and secure campus

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Utilize the Yellow emergency folders in the event of drill or emergency

Strategy's Expected Result/Impact: Safe school, organized drill, informed students

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Monthly drills (Fire, Lockdown, Lockout, Shelter in place) will be executed and documented.

Strategy's Expected Result/Impact: Safe and secure campus

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Restructure budget allocation practices general supply fund (011)

Strategy's Expected Result/Impact: Increase in department spending on instructional materials

Decrease in budget line transfers

Staff Responsible for Monitoring: Building Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: FSMS staff will participate in future district construction meetings

Strategy's Expected Result/Impact: Foster input from all stakeholders

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will assist with the design of future construction for FSMS

Strategy's Expected Result/Impact: Effective use of new learning spaces and furniture

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Increase in professional development focused on technology integration.

Utilizing Triple E Framework

Strategy's Expected Result/Impact: Implementing TRS curriculum with more rigor

Increase in lesson development centered around the districts 1-1 initiative.

Utilize iCoach's during department planning.

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum

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Strategy 2: EOY staff survey to aide in planning of summer staff development needs.

Strategy's Expected Result/Impact: Structured staff development

Staff Responsible for Monitoring: Teachers, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a reduction in the number of help desk tickets.

Strategy 1: iCoach will offer a la cart model of instructional technology staff development throughout the year.

Strategy's Expected Result/Impact: Increase technology use in exemplar lessons.

Staff Responsible for Monitoring: MIT, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop a plan to ensure appropriate network infrastructure for anticipated future needs that aligns with the 2016 Bond.

Strategy 1: FSMS Technology support staff will monitor and asses campus infrastructure in order to meet students and staff needs.

Strategy's Expected Result/Impact: Efficient campus network

Staff Responsible for Monitoring: Technology Specialist, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Clear and consistent staff communication

Strategy's Expected Result/Impact: Staff and community thoroughly in tune to the current ongoings of the campus.

Increased community engagement

Increased input from campus staff in decision making process for the building

Staff Responsible for Monitoring: Building Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 2: Creation of P.A.C. (Principal's Advisory Committee)

Mix-it-up-Lunch

PAC meeting with campus admin. Utilizing Circle model to share concerns and suggest ideas.

Friends of Rachel student meetings

Kindness club morning door greeters

Start with Hello

Strategy's Expected Result/Impact: Student based advisory committee creation

Student set goals for the future of FSMS

Students involved in campus decision making process

Staff Responsible for Monitoring: FSMS Counselors

FSMS Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Canvas Parent Training Night

Strategy's Expected Result/Impact: Increased understand of Canvas by our Parents

Staff Responsible for Monitoring: iCoachs, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Utilize the FSMS Facebook and Twitter pages on a frequent basis to deliver needed information and news in a timely fashion.

Strategy's Expected Result/Impact: Our parents and community will be informed in real time.

Staff Responsible for Monitoring: Campus communication specialist, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: FSMS will continue to partner with United Methodist Church to provide meals for families in need.

Strategy's Expected Result/Impact: Food needs provided for families to assist them through the weekends.

Staff Responsible for Monitoring: Counselors, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Working with Cumminities in School's to meet the ever growing needs of our students and staff.

Strategy's Expected Result/Impact: School Supplies
Home Needs meet
Social and Emotional well being improved.

Staff Responsible for Monitoring: Administration, CIS Campus Rep

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Promote and advertise Parent U oppurtunities

Strategy's Expected Result/Impact: Increase positive relationship between schools and parents

Staff Responsible for Monitoring: Campus Communication Specialist, FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Continue Veterans Day Assembly to honor members of our community.

Strategy's Expected Result/Impact: Educate students on the sacrifices of members of our community.

Staff Responsible for Monitoring: FSMS Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Frank Seale Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 042 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$128,793.40
199 E 11 6129 00 042 000	6129 Salaries or Wages for Support Personnel	$35,413.12
	6100 Subtotal:	**$164,206.52**

Personnel for Frank Seale Middle School

Name	Position	Program	FTE
Brezeale, Sheri	Teacher	8th Grade Math Intervention	.34
Crowdis, Debi	Teacher	6th Grade ELAR Intervention	.34
Franks, Chiao-Hui	Teacher	7th Grade Math Intervention	.34
Griffith, Joyce	Teacher	ELAR Intervention	.34
Hoke, Kelli	Teacher	6th Math Intervention	.34
Robertson, Lindsay	Teacher	At-risk GCS	.20
Robertson, Lindsay	Teacher	GCS At-Risk	.20
Woollen, Kerry	Teacher	7th Reading/ELAR Intervention	.34

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Jessica Trezza	AP
Administrator	Tyesha Glover	AP
Administrator	Kristopher Vernon	Principal
Classroom Teacher	Chiao Franks	Teacher
Classroom Teacher	Todd Eskins	Teacher
Classroom Teacher	Jordan Doss	Teacher
Counselor	Sabra Golden	Counselor
Counselor	Lindsey Hodge	Counselor
Parent	Jason Golden	Parent
Classroom Teacher	Courtney Johnson	Teacher
Parent	Allison Sunderland	Parent
Community Representative	Lindsey Smith	Community
Business Representative	Brad Golden	Business
Business Representative	Melissa Shook	Business
District-level Professional	Courtney Carpenter	District Rep
Parent	Diana Gasaway	Parent

Campus Funding Summary

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Midlothian Independent School District

Heritage High School

Improvement Plan

2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:					
Year	2016-17	2017-18	2018-19	2019-20 (9-15-19)	2020-21 (Sept 2020)
9th Grade	261		252	285	325
10th Grade	216		249	262	271
11th Grade	222		267	249	251
12th Grade	131		198	250	248
American Indian	2		1	3	4
Asian	18		21	21	17
African American	45		62	71	95
Native Hawaiian				1	1
White	615		688	742	731
Hispanic	132		159	167	197
Two + Races	18		34	36	50
Eco Dis	9.6% (80)	9.50%	10.40% (101)		
ELL	2		7		
SpEd	58		70		
Total	830		966	1046	1095

Demographics Strengths

Heritage High School Mission Statement was revised in August of 2018 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

Midlothian Heritage High School is a supportive and diverse learning community that empowers servant leaders to embrace a tradition of excellence, innovation, collaboration, integrity and respect.

Student Learning

Student Learning Summary

KEY	Increase	No Change	Decrease	
Spring 2016 Data	Approaches	Meets	Masters	
Biology	96	81	30	
Algebra	91	57	32	
US History	97	64	24	
English I	81	67 (I & II)	14	
English II	86	67 (I & II)	11	
Spring 2017 Data	Approaches	Meets	Masters	
Biology	95	78	30	
Algebra	89	63	32	
US History	98	71	35	
English I	82	65	15	
English II	78	60	9	
Spring 2018 Data	Approaches	Meets	Masters	
Biology	97	73	37	
Algebra	89	40	11	
US History	92	68	37	
English I	81	60	9	
English II	86	73	11	
Spring 2019 Data	Approaches	Meets	Masters	
Biology	97	77	35	
Algebra	84	51	24	
US History	95	82	44	
English I	80	60	20	
English II	87	69	11	

KEY	Increase	No Change	Decrease	
	2015-2016	2016-2017	2017-2018	2018-
STAAR % Approaches All Subjects	89	88	89	88
STAAR % Masters All Subjects	21	24	20	26
STAAR % Met or Exceeds Progress All Subjects	51	53	64	
STAAR % Exceeds Progress All Subjects	12	8		
Attendance Rate %	96.8	96.5	95.9	
Drop Out Rate %	0.5	0.7		
2017-18	Component Score	Scaled Score	Rating	Goals
Student Achievement		87	Met Standard	Met S
STAAR Performance	58	88		90
College, Career, Military Readiness	66	92		95
Graduation Rate	93	75		98
School Progress		72	Met Standard	80
Academic Growth	64	72		80
Relative Performance (9.6% EcoDis)	62	65		70
Closing the Gaps	73	81	Met Standard	95
Overall Rating		85	Met Standard	90
2018-19	Component Score	Scaled Score	Rating	Goal 1
Student Achievement		92	A	
STAAR Performance	61	90		
College, Career, Military Readiness	74	94		
Graduation Rate (17-18)	96	90		
School Progress		78	C	
Academic Growth	68	78	C	
Relative Performance (10.4% EcoDis)	68	73	C	
Closing the Gaps	86	86	B	
Overall Rating			A	

AP Exam Information	2017	2018	2019	2020
Number of AP Students (seats)	385	303	306	333
Number of AP Tests Taken	359	500	557	477
Percent of AP Students Taking AP Exams	95%	98%	90%	81%
Percent of AP Exams Scoring 3+	34% (123/359)	35% (175/500)	46%	57%
Number of AP Scholars	16	24	29	41
Number of AP Scholars with Honors	1	4	5	5
Number of AP Scholars with Distinction	4	8	10	13
Number of National AP Scholars	0	2	1	1

CIP Strategy Development for Campus Metrics - HERITAGE HS						
Category	Academic Excellence (Student Focused)					
GOAL	Design innovative learning environments while increasing academic rigor through aligned teaching and learning.					
CIP Goal		Basellne	2018-19	2019-20	2020-21	Target
1:5, 1:6	Enrollments in Pre Ap, AP/Dual credit courses	1792 total 1103 AP & PAP, 689 DC	3291 Total 1186 AP, 1250 PAP, 855 DC S1 & S2	3388 Total 1173 AP, 1289 PAP, 926 DC S1 & S2		
1:5, 1:6	Percentage of enrolled students taking AP exams	22.40%	32.40%	27.4% (285) Students taking at least one exam. 509 exams taken.		
1:5, 1:6	Percentage of enrolled students scoring 3,4, and 5's on AP exams	34% 105/500 with 3+	45% 249/557 with 3+	57% 266/466 with 3+		
1:5, 1:6	Percentage of students meeting TSI requirements	20% (181/)	15% (144)	TSI Waived due to COVID-19		

CIP Strategy Development for Campus Metrics - HERITAGE HS						
1:5, 1:6	College hours earned by graduating seniors (Dual credit course completion or 3+ on AP exam)	1138	2074	2033 1197 DC College Hours + 836 AP College Hours 83% DC Embedded Staff		
1:1, 1:5, 1:6,	Performance on SAT and ACT	ACT 21.7 (2017), 557 SAT (2018 ELA), 565 (2018 Math), 72.3% participation	Counselors (ACT) 557 SAT (2018-2019 ERW), 554 (2018-2019 Math), Gab note: 56.1% SAT in 2018 cohort...need to add in ACT?			
1:5, 1:6	Number of National Merit Recognitions	1 Semifinalist	0	1 Semifinalist, 1 Commended		
1:5, 1:6	Number of students graduating with an Associates Degree	N/A	N/A	12		
1:5, 1:6, 1:7	Four-year graduation rate percentage	N/A				
1:5, 1:6	Value of scholarships earned by graduating Seniors	$745,961	1.9 million	6.5 Million Earned		
1:5, 1:6	Number of CTE Certifications	107	79	204		
	Percentage of students achieving masters level on STAAR/EOC for each assessment	Biology = 37% Algebra = 11% US History = 37% English I = 9% English II = 11%	Biology = 35% Algebra = 24% US History = 44% English I = 20% English II = 11%	EOC Waived due to COVID-19		
Category	Academic Excellence (Teacher Focused)					
GOAL	Provide support and resources to cultivate customization and personalization through blended learning opportunities					
Measure:		Baseline	2018-19	2019- 20	2020-21	Target

CIP Strategy Development for Campus Metrics - HERITAGE HS						
1:1, 1:3, 1:4, 5:1	Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain					
1:1, 1:3, 1:4, 5:1	Planning	N/A	92%	97%		
1:1, 1:3, 1:4, 5:1	Instruction	N/A	96%	97%		
1:1, 1:3, 1:4, 5:1	Learning Environment	N/A	92%	95%		
1:1, 1:3, 1:4, 5:1	PPR	N/A	N/A	97%		
5:2	CASE Score in Classroom domain as proficient or higher as measured by Brightbytes	100%	100%	No Brightbytes for 19-20 due to COVID-19		
Category	Social Emotional / Safety & Security					
GOAL	Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
6:5	Lone Star Cup Ranking	4th	6th	No rank due to COVID-19		
1:5, 1:6	Percentage of parents actively participating in individual student four year plan and post secondary options	N/A	72%	90%		
1:5, 1:6	Percentage of active student participation in Naviance	N/A	96%	91%		
1:5, 1:6	Community service hours completed by graduating seniors	5025	5740	Waived due to COVID-19		
1:5, 4:1, 4:2, 5:4, 6:2	Overall parent satisfaction as measured by district survey	3.70 YT Recommend	3.86 YT Recommend	Youth Truth Survey not given due to COVID-19		
1:5, 1:6	Percentage of time allocation for direct school counseling services	N/A	40%	45%		
3:1, 3:2, 5:2, 5:4	Substantiated reports of Bullying	1	0	0		

CIP Strategy Development for Campus Metrics - HERITAGE HS						
6:5	Number of students involved in extracurricular activities (athletics, fine arts, elementary clubs) grade as of snapshot	696 (77%)	767 (81%)	935 (90%)		
3:1, 3:2	Positive responses to safety and security survey questions ES, MS, HS	3.62/4.66 YT survey	3.71 YT	Youth Truth Survey not given due to COVID-19		
3:3	Attendance rates	96.5	95.9 (17-18 data)	96.8 (18-19 data)		
Category	Human Resources					
GOAL	Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
2:1, 2:2, 2:3, 4:2, 5:1, 6:1	Overall employee satisfaction as measured by district survey	4.44	4.16	Youth Truth Survey not given due to COVID-19		
2:1, 2:2, 2:3, 4:2, 5:1, 6:1	Staff attendance			97.1% present 501 Absences out of 17,578 (staff x 187)		
2:1, 2:2, 2:3, 4:2, 5:1, 6:1	Staff retention rate	90%	81%	90%		
Category	Finance					
GOAL	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
4:3	Number of Cross-function transfers	20	34 transfers (10 events)	13 transfers (9 events)		
Category	Communications / Partnerships					
GOAL.	Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.					

CIP Strategy Development for Campus Metrics - HERITAGE HS						
Measure:		Baseline	2018-19	2019-20	2020-21	Target
1:5, 6:2, 6:3, 6:4	Volunteer hours	NA	Students 6203, Parents 8122	17,000 for MentorsCare, 6000 Parents		
:5, 6:2, 6:3, 6:4	Community partnerships	NA	4	4		
:5, 6:2, 6:3, 6:4	Positive feedback on consistent communication as measured by district survey	3.32 YT	3.38 YT	Youth Truth Survey not given due to COVID-19		

Student Learning Strengths

** Every category on the TEA Accountability Report Increased, helping the campus to achieve a TEA Rating of A

** AP Scholars increase every year:

2017 = 21 Scholars

2018 = 38 Scholars

2019 = 45 Scholars

2020 = 60 Scholars

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention:

One of the most important jobs of the school principal is to obtain, retain and grow quality staff members. The principal works many hours meeting with current staff members to build and maintain relationships and to listen to the needs of the current staff members and to also be sure that they are on board with the current vision, mission and goals of the campus. Jobs are posted as early as possible and a great deal of effort is put forth to find the very best person for each position. A strong partnership exists between the principal, athletic coordinator, athletic director, assistant principals and lead teachers --- all working having a voice in determining the adoption of new staff members.

New Teacher Mentoring Program --- this program is in place to give new teachers extra support. Two teachers from Heritage serve as mentor teachers and put in extra time observing new teachers to provide non-threatening feedback and also to cover their classes to provide opportunities for the new teachers to observe other teachers. Time is given in the master schedule when possible for the mentor teachers to have time to work with the new teachers.

There are several iPlan days throughout the year for teachers in the same curriculum area to work on lesson design and vertical and horizonal alignment with the new TRS curriculum and 1:1.

There are also weekly PLC meetings for each department in the core areas and once a month for other departments.

Curriculum, Instruction & Assessment:

Strong leadership is essential in the areas of Curriculum, Instruction and Assessment in order for a school to be exceptional educational institutions. Administrators and Lead Teachers have spent a great deal of time dissecting the TEKS and EOC Data through Lead4Ward Webinars and Strategies and by analyzing AWARE data. Curriculum groups in each EOC tested area committed to spend a day analyzing data to determine TEKS to focus on and develop engaging, innovative lessons in those areas.

There is a strong focus on developing engaging lessons that integrate technology and prompt critical thinking and problem solving. Students are challenged to communicate, collaborate and to be creative. Teachers are encouraged to create classrooms that are student-centered and less lecture-based. The iCoaches are very helpful in assisting teachers and students with instructional technology integration.

In addition, there is a focus on creating many opportunities for PEER INSTRUCTION through QUALITY QUESTIONING in the classroom to improve engagement and retention of information. And, we are continuing to look for ways to diversify our methods of assessment and personaize learning.

There is also a focus on relationships with students ---- because students must know that you love them and must trust you in order to volunteer to learn what it is that you are asking them to do as a teacher. "They don't care how much you know until they know how much you care" is a guiding force in our classrooms.

Technology Integration:

The use of technology not only increases student engagement but also develops appropriate digital citizenship skills which enable students to productively participate in the changing landscape of the future.

School Processes & Programs Strengths

School Safety:

Full time SRO on campus each day who is a strong partner with the administrative team.

Two full time parking lot security person.

Controlled access of parking lots during school hours.

Access control of building --- all exterior doors locked at all times except for limited access during passing periods for students coming to and from Ag and Athletics.

Visitors must buzz in and be seen on video camera before gaining access by the receptionist.

Emergency lock-down button located at reception desk and principal office.

MentorsCare for at risk students giving one-on-one relationship interventions for over 50 students with Midlothian community adults.

Staff Quality, Recruitment & Retainment:

As principal, I feel strongly that one of my most important jobs is to make sure that teachers have everything that they need to be the very best that they can be in the classroom. Administrators must provide the servant leadership needed, give support when needed with finances, resources and a listening ear. I strive to be sure that my teachers LOVE coming to work every day and LOVE what they do and the opportunity they have each day to make a difference in the lives of young people. Teachers do not always get what they want ... but happy teachers are better teachers so we work hard to be sure teachers feel supported and enjoy their work.

Administrators effectively use TTESS to have productive and meaningful conversations with teachers in regerds to areas of reinforcement and refinement under a growth mindset.

Curriculum, Instruction & Assessment:

Students are given opportunities to analyze their own learning and growth in certain curriculum areas. Students analyze their assessments and monitor their growth in various areas, especially ones that are Readiness Standards that will be tested on the EOC tests.

We removed the barriers for students to take PreAP and AP classes to encourage more participation in higher level classes. The summer assignments were removed. This encouraged more students to take AP and PreAP classes.

We plan to administer the PSAT, PreACT, and ASVAB to all students on October 19th. Each student will take one of these tests, depending on their grade level. Focusing on the importance of these assesments will hopefully translate to higher ACT and SAT scores for our students, and will provide opportunities for students to be recognized on their PSAT.

Our expectation is for all students in AP classes to take the cooresponding AP exam. By focusing on this expectation, we hope that students will continue to exceed their expectations on the AP exams.

Content areas have weekly PLC meetings to collaborate and design lessons.

Technology Lead Learners and Instructional Lead Learners assist in PLCs and in leading the 1:1 and TRS district initiatives.

Technology Integration:

The district's new M*Powered initiative provides each Heritage student with a MacBook Air laptop for use at school and home.

Every Heritage teacher has been issued a MacBook Pro laptop and an iPad.

There is excellent internet connectivity and bandwidth at HHS.

Our learning management system, Canvas, provides a way for students and teachers to communicate and collaborate while maintaining a relatively paperless learning environment.

Premium digital resources such as TexQuest databases and Overdrive digital and audio books are available on all student and teacher devices.

Applications for teacher and student devices are deployed and maintained through the Filewave Kiosk.

Collaboration stations are available in the library for checkout by teachers for classes and small groups of students during TASSEL and free periods. Students can plug in phones, tablets, or laptops to display on large TV screens to collaborate and create using technology.

The Tech Hub by the library is available for students who need technical assistance. The Hub is staffed by a full-time technology aide.

Students are able to bring and use their own devices and connect to the school network.

A kiosk computer is available for parent use.

Students, teachers, and parents also have access to campus technology Teacher Lead Learners supported by a technology specialist and technology instructional specialist for support and instruction assistance.

Students will all be certified in CyberSafe (online digital citizenship certification) through TASSEL time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need more teachers with their Master's Degree to be able to better serve the growing number of students requesting dual credit courses. It is best when these classes are taught by Heritage teachers who embrace our existing culture and climate.

Perceptions

Perceptions Summary

The school culture and climate at Heritage High School is one of High Expectations, Respect and Trust.

Heritage High School Mission Statement was revised in August of 2018 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

Midlothian Heritage High School is a supportive and diverse learning community that empowers servant leaders to embrace a tradition of excellence, innovation, collaboration, integrity and respect.

The motto at Heritage High School is "Expect Excellence." This phrase means that all students and staff members should expect excellence from themselves and from each other in all things. This expectation of excellence is applied to academics, behavior, attitude, work ethic, and how we treat each other.

There is a peaceful, respectful climate at the school that stems from the responsibilities that are placed on the students to do what they are asked to do. Students are given the opportunity to use their personal technology devices in accordance with the district 1:1 initiative, and they are also given the responsibility to use 30 minutes of TASSEL in a productive manner to advance their academics. Students are trusted with these responsibilities and have responded with respect towards administrators and staff.

We believe that all members of the Heritage Family are valuable and that WHAT MAKES US DIFFERENT, IS WHAT MAKES US STRONG. We have an increased attention to recognizing diversity and providing social and emotional supports. We encourage our students and staff to ADD VALUE to the lives of others in our campaign: #JAGSADDVALUE

Perceptions Strengths

<u>Events/Traditions/Activities:</u>

* Anti-bullying focus throughout the year with emphasis on positive re-enforcement of positive peer interactions and early detection and intervention of peer relations that are not healthy. All staff have been trained in anti-bullying strategies, with the counselors receiving extra training on interventions and detection.

* Anti-Drug and Alcohol focus --- especially during Red Ribbon Week. Students sign commitment banner to stay drug-free, videos shown during

TASSEL about the value of being clean.

* Sports Camps and Player Run Practices (PRPs) throughout the summer for students to train and interact with each other and the Jaguar coaches.

* Jag Camp --- Freshman Orientation the week prior to school starting to make sure new students feel comfortable and excited about becoming a Jaguar.

* Rowdy Reds --- Spirit group of students committed to show extreme school spirit --- standing at all pep rallies, dressing up on spirit days, running the HERITAGE flags at games and other events, etc.

* Homecoming -- Spirit Banner Contest, Dress up days, Parade, Homecoming Court including boys and girls from each class, Mums

* Send-Off Hallway Parade for all sports teams, extra-curriculuar activities and individuals advancing out of district competition.

* Veterans Day Observance --- Reception for Veterans, Special hallway parade for veterans with patriotic music, Opportunities for veterans to speak to students, Gifts given to our veteran guests.

* TASSEL used for student surveys, student news, videos, pod casts, progress reports, report cards, EOC Review sessions, study hall or tutoring.

* EOC Review Days that are school wide for each subject to focus on the importance of each test.

* Social Studies Fair

* Prom

* Focus on integration of technology, problem based learning, and the 4 C's --- Communication, Collaboration, Critital Thinking and Creativity in learning.

* MIT Crew member on campus 2 days a week to give teachers one-on-one assistance using technology in instruction. Also Tech Aide in Tech Hub.

* Microcephaly Awareness Day --- students raise money in various ways and wear yellow one day to bring awareness and money to the cause.

* Many student clubs, groups, UIL activities, etc available for students to find their niche.

* CBI program that is highly integrated into the daily functioning of the school with Partners in PE and Peer Coaching.

* Jaguar Media present at every school function to capture moments to share on their website, social media and Jaguar News.

* Student leadership opportunities through Student Council and many officer positions of clubs and groups.

* NHS

* Genius Week --- A week for students to pick a passion and conduct research in that area and share what they learn with their peers and staff and parents.

We plan to have a Genius Show Off Night so students can share their research with the community.

* Strong sense of family among the staff members --- peaceful, comfortable, respectful, fun, yet professionally challenging interactions between staff members. Heritage Family Feast at Thanksgiving, Christmas Goodies Week, Teacher Appreciation Week --- gift cards given by community members and parents and given away to all staff that week.

* Unified Booster Organizations --- Boosters work together with a strong sense of camaraderie, teamwork, and unity for all Jaguars. An Extracurricular Executive Board meets quarterly --- which is composed of the director and booster president from each group, along with the Principal.

* Communication with parents and community members is current with the use of daily announcements, social media, website and the marquee.

* Deck The Halls of Heritage Family Night --- Book fair, Santa Photos, Christmas Carols by Choir and Band, Bingo, HHS apparel sales, HHS ornaments, face painting, book fair, angel tree, Class Christmas Trees with ornaments from students and staff sponsors for that class.

* Respectful interactions between administrators and parents to foster a strong partnership between school and community.

* Wonderful receptionist who greets all visitors and callers with a pleasant voice and a servant's heart. She interacts in a kind, honest fashion and is very pleasant to be around. She helps visitors and callers get the answers that they need as quickly and efficiently as possible, while maintaining the protocols of school safety.

* One single Logo used on all school issued apparel, etc ---this single logo is used to unify all Jaguars and to market HHS as one strong unified group.

* JAGtalks -- educational symposiums in a formal setting for students and staff to share ideas and information and to inspire others to continue to pursue knowledge and understanding. JAG tokens given to students who show up for rewards in class.

* Heritge Hoopla Day -- a half day in the spring where the students and staff bond and have a day of fun and friendly competition with dodgeball, volleyball, basketball, karyoke, board games, video games, etc.

* Senior activities including Senior breakfast, Senior Blast and Senior All Night Party are orgaized with Project Graduation.

* JagMoments -- Individuals and small groups are recognized on the morning announcements for accomplishments and successes.... not just varsity team sports, but all sorts of joys and successses.

Family & Community Involvement:

* Daily communication via e-mails, social media, website and marquee.

* Unified booster organizations that work together in a spirit of teamwork and togetherness for the benefit of all Jaguars. An Extracurricular Executive

Board meets quarterly -- which is composed of the director and booster president of each organization and the principal.

* MentorsCare program with over 50 Midlothian adults serving as mentors for HHS at risk students.

* Open, honest, respectful communication between administrators and parents.

* Counselors lead many Parent Meetings throughout the year for various reasons to target information and answer questions regarding situations unique to each grade.

* Open House is held the evening of Jag Camp. It is a night for all students and families to get information about HHS and learn about how they can be involved in and outside of school.

* Staff hosts "Meet the Teacher" Night in September.

* Families and community members make floats for the Homecoming parade. Community members also come out to enjoy the parade and support the Jaguars.

* Representatives from HHS host promotional booths at the annual Midlothian Fall Festival

* Community members are welcomed at our annual Veterans Day Celebration.

* Sports teams and organizations organize periodic service projects in the community throughout the year.

* Community members are invited to speak in various classrooms throughout the year in regards to college and career readiness and information.

* Parents serve on the CIP team.

* Heritage families and community members come together with HHS staff and families to celebrate the holiday season with our annual "Deck the Halls" event.

* Sports teams and clubs visit other schools in the district to promote HHS and various activities available at HHS.

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 goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

as well as increasing in Master Level in each content area by at least 3 percentage points.

Evaluation Data Sources: TTESS Summative Evaluations
Post Progress Indicator Scores

Summative Evaluation: None

Strategy 1: 1) Curriculum teams will meet weekly in PLC meetings to analyze data and create engaging lessons in alignment with TRS. They will also create effective assessments to measure mastery of student expectations at the level and depth & complexity as defined by the state of Texas.

Strategy's Expected Result/Impact: Student growth and mastery.

Goal EOC Masters:
Biology -- 36 % to 38% (State is 25%)
Algebra -- 24% to 37% (To Match State at 37%)
US Hist -- 43% to 48% (State is 45%)
Eng I -- 19% to 24% (State is 11%)
Eng II -- 10% to 16% (State is 8%)

Goal SAT:
ELA 557 to 575
MATH 565 to 580

Goal ACT:
21.7 to 22.5

AP Goal 3+:
57% to 62%

MISD Progress Indicator Goal:
70% of tested units show growth between Pre-PI and Post-PI assessments

Documentation in Shared Google PLC Document.

Staff Responsible for Monitoring: Lead Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
1050 ESSA-Title IV $1,050

ESF Levers: None

Formative
Nov
Feb
June
Summative
June

Strategy 2: 2) Heritage HS will provide TASSEL time 4 times a week for students to attend tutoring 30 minutes each day in areas of need to enhance personalized learning and facilitate choice.

Strategy's Expected Result/Impact: Student growth and mastery.

Goal EOC Masters:
Biology -- 36 % to 38% (State is 25%)
Algebra -- 24% to 37% (To Match State at 37%)
US Hist -- 43% to 48% (State is 45%)
Eng I -- 19% to 24% (State is 11%)
Eng II -- 10% to 16% (State is 8%)

Goal SAT:
ELA 557 to 575
MATH 565 to 580

Goal ACT:
21.7 to 22.5

AP Goal 3+:
57% to 62%

MISD Progress Indicator Goal:
70% of tested units show growth between Pre-PI and Post-PI assessments

Documentation in Shared Google PLC Document.

Staff Responsible for Monitoring: All Teachers
Counselors
Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
Nov	June
Feb	
June	

Strategy 3: Edgenuity will be used to serve students who need to obtain on-line credit in a non-traditional method, while still expecting growth and student mastery.

Strategy's Expected Result/Impact: More students staying on grade level towards graduation.
Document progress of Edgenuity credits and ensure that we have 100% completion,

Staff Responsible for Monitoring: Counselors
Tech Lab Aide

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
Nov
Feb
June
Summative
June

Strategy 4: Teachers will be encouraged to use high level questioning strategies and inquiry-based learning as much as possible.

Teachers and staff will be encouraged to try new methods of learning in a risk-taking environment that has protection from adverse consequences.

Strategy's Expected Result/Impact: High ratings from students and teachers regarding climate, challenging but safe environment to try new things and take risks.
Document Quality Questioning and use of MISD Learner Framework in PLC Google Doc.

Staff Responsible for Monitoring: Lead Teachers
Administrators
MIT

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
Nov
Feb
June
Summative
June

Strategy 5: Teachers will complete DATA DIGS by looking at data from AWARE, AP scores, SAT/PSAT scores and District Performance Indicators to look for trends to improve instruction and rigor.

Strategy's Expected Result/Impact: Student growth and mastery.

Goal EOC Masters:
Biology -- 36 % to 38% (State is 25%)
Algebra -- 24% to 37% (To Match State at 37%)
US Hist -- 43% to 48% (State is 45%)
Eng I -- 19% to 24% (State is 11%)
Eng II -- 10% to 16% (State is 8%)

Goal SAT:
ELA 557 to 575
MATH 565 to 580

Goal ACT:
21.7 to 22.5

AP Goal 3+:
57% to 62%

MISD Progress Indicator Goal:
70% of tested units show growth between Pre-PI and Post-PI assessments

Documentation in Shared Google PLC Document.

Staff Responsible for Monitoring: Lead Teachers
Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2019-2020 school year.

Strategy 1: Create opportunities for teachers to collaborate and share ideas for students to write and share online.

Strategy's Expected Result/Impact: Document new ways that teachers ask students to write and share, especially online.
Document through PLC shared google doc.
10% improvement on Brightbytes scores in area of 4C's.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: 1) Participate in organized iPlan days to provide structured time for teachers to work through TRS protocols and to insure consistency within each curriculum area and between the two high schools

Strategy's Expected Result/Impact: High staff moral and collaboration.

Eventually the EOC scores should increase when we have used TRS several years for the vertical alignment to ensure all TEKS have been covered and mastered.

Increase in Youth Truth data area of staff PD.

Staff Responsible for Monitoring: ILLs
Central Admin for planning
District & Campus Admin monitoring

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students. Ninth and tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: 1) There will be a sustained and powerful focus on the 4C's: Communication, Critical Thinking, Creativity and Collaboration --- which are the 21st Century Learning Skills that many business leaders have indicated that they need in their employees

Strategy's Expected Result/Impact: Higher satisfaction ratings from students about their experience in the classroom and the level at which they are being challenged.

10% Higher ratings about students enjoyment of their school experience on YouthTruth

Staff Responsible for Monitoring: Lead Teachers
All Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Teachers should work within their PLCs to focus on making Real World Connections with students. Teachers will document the Real World Connections and share within their PLC. Teachers will then use that spreadsheet to take turns displaying the Real World Connections in their department in a central location in the school at least once per year per department.

Strategy's Expected Result/Impact: Create a shared google spreadsheet for teachers to document real world connections. Then use that data to create a video display in the lobby for students to see.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP and Dual Credit, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: District incentives (money) for scores of 3-5 on AP tests

AP teachers need to remind students of this incentive throughout the year.

Strategy's Expected Result/Impact: Higher percentage of students achieving 3+ on AP tests. Increase to 50% with 3+.

Staff Responsible for Monitoring: Counselors
Administrators
AP Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: SAT and ACT School Day Testing

SAT/ACT Review in multiple formats including on-line and Princeton Review.

Communicate with all students and parents about how to set up Khan Academy account linked with College Board for personalized review at home.

Strategy's Expected Result/Impact: Greater number of students taking SAT & ACT. Increase SAT School Day participation by 20%.

Goal SAT:
ELA 557 to 575
MATH 565 to 580

Goal ACT:
21.7 to 22.5

Document number of students in bootcamps for baseline.

Document communication to students and parents about Khan Academy.

Staff Responsible for Monitoring: Counselors
Administrators
TASSEL teachers
College & Career Liaison

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 100% of eligible AP teachers will attend Summer Institutes, create and follow a syllabus using College Board standards, and work together during iPlan days with other AP teachers to plan effective and challenging lessons.

Strategy's Expected Result/Impact: Higher AP scores.... 50% scoring 3+.

Document which teachers go to APSI.

Staff Responsible for Monitoring: AP Teachers
Administrators
District Admin planning iPlan days

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Effective recruiting and communication about dual credit opportunities, processes and deadlines.

Strategy's Expected Result/Impact: Increase the number of students taking dual credit classes from 926 to 950

Document emails and other communication about dual credit.

Staff Responsible for Monitoring: Counselors
District Lead Counselor
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Get more Heritage teachers to obtain their Masters Degrees so that they can teach our dual credit classes. Students are more likely to take classes in which they know the instructor and our teachers embrace our expectations and culture.

Strategy's Expected Result/Impact: Increase the number of students taking dual credit 926 to 950.

Goal of 95% of all dual credit classes taught by HHS teachers.

Staff Responsible for Monitoring: Lead Teachers
Administrators
Counselors

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 6: Offer the TSI during the school day in the spring to assist students in being college-ready.

Strategy's Expected Result/Impact: Increase the number of students taking TSI at school from 52 to 60.

Staff Responsible for Monitoring: Counselors
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 7: (Offer semester exam exemptions for students who take AP exams) -- N/A for 20-21 due to COVID, but keeping in plan to reinstate for 21-22.

Strategy's Expected Result/Impact: Greater sense of satisfaction and reward from students taking AP classes and AP tests.

Goal of 95% of AP students to take the AP Exam.

Staff Responsible for Monitoring: AP Teachers
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 8: New and improved electives course fair that will focus on all academic options, including AP/Pre-AP and Dual Credit.

Strategy's Expected Result/Impact: Smoother course selection process and greater sense of satisfaction from students and parents regarding the course selection process and their options for advancement and personalized learning.

Increase number of booths at Course Fair by 5.

Staff Responsible for Monitoring: Counselors
Lead Counselor
Administrators
All teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: (Campus Specific) Heritage will proactively seek ways for students to receive a point for CCMR. Goal to increase graduating class in 2021 from 74% to 76% and 82% by 2024.

Strategy 1: All students will establish a Naviance account and will work through tasks on CCMR First Fridays during closed TASSEL.

Strategy's Expected Result/Impact: Greater understanding of the whole college/career/military readiness concept and what students need to do to lay the foundation for their success in the area that they choose.

Measured by 100% of students participating in Naviance.

Staff Responsible for Monitoring: Counselors
Administrators
TASSEL teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: College/Career/Military Readiness discussed at every parent meeting by the counselors

Strategy's Expected Result/Impact: Greater understanding of the parent role in CCMR and how the school can support them and their students in reaching their post-secondary goals.

Measured by documenting agendas of parent meetings.

Staff Responsible for Monitoring: Counselors
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: (Freshmen Jag Camp -- with focus on being a good student and laying the foundation for their future successes.) -- N/A for 20-21 due to COVID, but leave in plan for 21-22.

Strategy's Expected Result/Impact: Greater understanding of the expectations coming into high school.

90% Freshmen participation in Jag Camp.

Measured by feedback from students and parents about Jag Camp.

Staff Responsible for Monitoring: Administrators
STUCO sponsor
Counselors

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Teacher door signs will be diplomas with their university seal, degree earned and other information about their involvement at college.

Strategy's Expected Result/Impact: Creating curiosity and connections about higher learning opportunities between teachers and students.

Documented by all teachers and staff having diploma door signs.

Staff Responsible for Monitoring: Melissa Everhart
Erin Kruse
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: College Days the first Thursday of every month.

Take pictures and post about this on social media.

Strategy's Expected Result/Impact: Spark communication between students and staff about college options.

Document by social media posts, announcements and emails about College Days.

Staff Responsible for Monitoring: Administrators
Counselors

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 6: Mass communications about the Ellis County College Fair.

Strategy's Expected Result/Impact: Higher participation in the college fair.

Document by social media, announcements and emails about the Ellis County College Fair.

Staff Responsible for Monitoring: Counselors
College & Career Liaison
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 7: School-wide testing day for students for PSAT, SAT and ASVAB. District will pay for one administration of SAT and for all juniors to take PSAT.

Strategy's Expected Result/Impact: Goal SAT:
ELA 557 to 575
MATH 565 to 580

Goal ACT:
21.7 to 22.5

95% of students participate in some sort of testing on the Big Test Day in October.

Staff Responsible for Monitoring: Counselors
Administrators
Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 8: Jag Media will conduct Pod Casts of staff members where they will ask questions about their educational path, etc.

Strategy's Expected Result/Impact: Documentation of Pod Casts at least once per month.

Staff Responsible for Monitoring: Jag Media Instructor
Counselors
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 9: Track students who have earned a college ready point and those who have not. Follow up on the ones who have not yet earned a point and come up with the best plan for them to earn the point.

Strategy's Expected Result/Impact: 10% Higher percentage of students who earn CCMR points.

Staff Responsible for Monitoring: Counselors
Administrators
Counseling and Admin Interns

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7: (Campus Specific) Provide effective and appropriate support systems for students in need of extra academic assistance and RTI.

Strategy 1: Identify students in need of extra support every 3 weeks and send failure information to 5th Period Teacher Mentors to work with the students.

Strategy's Expected Result/Impact: 10% Fewer failures in classes each 6 weeks.

Documented by analyzing failure report data.

Staff Responsible for Monitoring: Counselors
Administrators
Counseling and Admin Interns
All teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Create a Peer-to-Peer Mentoring Program using NHS and STUCO students to assist students needing tutoring. Document use and helpfulness of this service.

Strategy's Expected Result/Impact: Document through NHS and STUCO sign in sheets.
Document success with quick exit ticket by students.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: (Campus Specific) Decrease Drop Out Rate from 0.4% to 0.0% by connecting at risk students who are economically disadvantaged with Mentors Care and LEAP options.

Strategy 1: No students should be drop outs who have not been served by Mentors Care and LEAP.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: 1) We will use Humanex to screen potential applicants for the qualities that are valuable to us. We will have a rigorous interview process that involves a panel of administrators and teachers and possible sample teaching sessions. We will ask probing questions on phone references to be sure we are finding the highest quality teachers who are not only competent in their subject area, but who love kids and know how to incorporate engaging teaching strategies using the 4C and work on a productive team.

Strategy's Expected Result/Impact: Obtain a staff who loves their job and does an excellent job of connecting with and challenging our students each day.

5% increase in staff morale and satisfaction on Youth Truth survey.

5% Higher scores from students about their teachers on YouthTruth Survey.

Staff Responsible for Monitoring: Administrators
Lead Teachers
Athletic Coordinator

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: New teachers will be given a mentor to partner with them throughout the year and supply support as needed.

Strategy's Expected Result/Impact: New teachers will feel supported and know their resources early and often throughout the year.

Hopefully we will identify great teachers and build their capacity.

Document by emails about New Teacher Mentors and surveys of them through the program.

Staff Responsible for Monitoring: Administrators
Mentor Teachers
Buddy Teachers
Central Admin support

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
2,000 ESSA-Title II-TPRT $2,000

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Strategy 2: All teachers will be challenged in a growth mindset system under the TTESS system. Productive conversations and goal setting will assist teachers in improving and will encourage them to want to stay in an environment where they can thrive and feel supported and challenged.

Strategy's Expected Result/Impact: Teachers will meet their TTESS and SLO goals and feel value in the TTESS process to build them as instructors.

Document completion in Strive and SLO Growth tracker document.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
None

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Strategy 3: Sustain the Sunshine Committee called "Heritage Happiness" to support staff in times of needed love and extra support.

Strategy's Expected Result/Impact: Greater feelings of support and satisfaction by staff through informal conversations.

Increase in the amount of money donated for various causes by $100.

Consider opening up donations from parents for the Heritage Happiness Committee

Staff Responsible for Monitoring: Sunshine Committee
Administrators
Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Create and use a simple feedback form for students to give regular and effective feedback to their teachers.

Strategy's Expected Result/Impact: Greater connections between students and teachers so that quick adjustments can be made to improve the students' overall learning experience, which will then give the teachers greater satisfaction as instructors.

Each teacher should document use of student survey at least once per semester and share that with lead teacher.

Staff Responsible for Monitoring: Administrators
Lead Teachers
All Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Use the Region X ESC for trainings, workshops and support for staff

Strategy's Expected Result/Impact: Subscribe to Region X emails and send people as needed.
Document who goes to Region X trainings.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
1454 ESSA-Title II-TPRT $1,454

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Employ the assistance of counselors and teachers to conduct extensive interviews and evaluate potential candidates

Strategy's Expected Result/Impact: Allow multiple staff members with the opportunity to be a part of selecting future staff members so that they will feel valued in their opinions and role as a member of our team.

Document participation by all in shared google doc.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Challenge teachers to create cross-curricular lessons to connect their content with the content of other courses.

Strategy's Expected Result/Impact: Greater collaboration and communication between departments.

Greater understanding of content and knowledge by students because of the connections made between subjects.

Document in PLC Agenda Items.

Staff Responsible for Monitoring: Lead Teachers
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Carefully choose AP and PreAP teachers to find the best fit to match teachers strengths and passions with their capacity to teach at the level expected, especially in conjunction with other staff responsibilities.

Strategy's Expected Result/Impact: Greater staff retention in AP areas to allow for teachers to become masters at those subjects.

Greater sense of balance for teachers who are also coaches and/or have multiple responsibilities.

5% increase in teacher retention.

Staff Responsible for Monitoring: Administrators
Lead Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Encourage teachers to obtain their Masters Degree to be able to teach our dual credit classes.

Strategy's Expected Result/Impact: More teachers with their Masters Degree. It would be awesome if we did not have to use ANY Navarro adjunct professors!

Goal to add 2 more HHS staff members working on their Mastrers Degree in their subject area for Dual Credit.

Staff Responsible for Monitoring: Administrators
Lead Teachers
Dual Credit Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Teachers will participate in "Iron Sharpens Iron" process where they observe other teachers and reflect on what they observe that they could apply to their classrooms.

Strategy's Expected Result/Impact: Iron Sharpens Iron form must be filled out by teachers as they visit others.

Each teacher should visit 3 other teachers by the end of the year.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Counselors will track their time spent to ensure that enough quality time is spent supporting the social and emotional development of our students.

Strategy's Expected Result/Impact: Students will feel safe and supported as evidenced in surveys and conversations.

Document by completion of counseling tracking sheet.

Staff Responsible for Monitoring: Counselors
Lead Counselor
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
1000 Suicide prevention ESSA-Title IV $1,000
500 Anti-bullying ESSA-Title IV $500

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Strategy 2: Use a Peer-to-Peer orientation through the counseling office aides who will give tours to new to district students to help them feel comfortable. Then connect the new students with a volunteer student "buddy" as they transition to life at Heritage.

Strategy's Expected Result/Impact: Greater overall wellbeing of our students as evidences in surveys and conversations.

Document that the new students get tours by counseling student aids.

Staff Responsible for Monitoring: Counselors
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
None

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Strategy 3: Use Restorative Practices when appropriate to assist students in processing, learning from and moving forward from difficult experiences.

Strategy's Expected Result/Impact: 10% Fewer referrals

Greater sense of support and fair treatment from students on Youth Truth survey.

5% Higher scores in this area.

Staff Responsible for Monitoring: Administrators
Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Students will create and document short term and long term goals and their plan to obtain those goals and they will track their progress through Naviance and with their 5th period teacher

Strategy's Expected Result/Impact: Greater sense of drive and purpose in our students. Greater accountability for students to work towards their goals and discuss them with their TASSEL teacher and peers.

All students will complete Naviance tasks given in goal setting.

Staff Responsible for Monitoring: Administrators
TASSEL teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Require all students and staff to wear ID badges around their neck each day.

Strategy's Expected Result/Impact: 100% compliance so that we can identify our students and provide better overall security for our school

Staff Responsible for Monitoring: Administrator
All teachers and staff
Attendance staff to make new badges

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Use a variety of methods to identify students in need of assistance:
Gaggle
SeeitHearitStopit
MISD anonymous emails
MISD Thread assessment system

Strategy's Expected Result/Impact: Quicker responsiveness to students in need and to offer appropriate interventions.

Document responsiveness to Gaggle alerts and other alerts.

Staff Responsible for Monitoring: Administrators
Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Effectively create and use the Campus Safety Team, the Crisis Response Team and the MERT. Ensure that all members understand their responsibilities in case of an emergency.

Strategy's Expected Result/Impact: Effective response in emergencies.

Full understanding from all staff members of the expected responses in crisis situations.

100% completion of all safety drills with feedback.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Use Random Drug Testing Policy to help to deter students from using drugs and drinking alcohol.

Strategy's Expected Result/Impact: Fewer students using drugs and alcohol as evidenced in surveys and overall student health.

Documentation by successful execution of Random Drug Testing events.

Goal of 0 repeat offenders.

Staff Responsible for Monitoring: Administrators
District Admin
Attendance
PEIMS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Maintain Semester Exam Exemption system to reward students with good attendance with the opportunity to be exempt from exams.

Strategy's Expected Result/Impact: Greater student attendance and fewer tardies

Fewer students owing credit recovery at the end of the semester.

Goal of 10% decrease in overall tardies and in number of students needing attendance recovery hours each semester as measured by attendance reports.

Staff Responsible for Monitoring: Administration
Attendance Office
All teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
Nov Feb June	June

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Find new and creative ways to use the furniture and space we have while over capacity and under construction.

Strategy's Expected Result/Impact: Students and teachers will have more choice and variety for learning spaces at Heritage.

Document use of new collaboration and classroom furniture.

Staff Responsible for Monitoring: Administrators
Admin support

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Obtain perspectives of the students and staff to find out more about their desires for future learning spaces. Use these individuals to help design Phase 2 spaces.

Strategy's Expected Result/Impact: Greater use of collaborative and flexible spaces and greater satisfaction of the learning processes and environments.

Document by participation of staff and students in Phase 2 planning meetings.

Staff Responsible for Monitoring: Administrators
Lead Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Use iCoaches, Mentor Teachers, ILLs and Lead Teachers to teach, train and model effective and appropriate technology use in the classroom. These groups should constantly be trying new things and presenting new options to teachers.

Strategy's Expected Result/Impact: Greater feeling of accomplishment from teachers after trying new things and seeing the success of their students.

Focus on innovation, risk taking and the 4Cs in lesson design.

Document use of iCoaches in PLCs and in PLC Agendas

Staff Responsible for Monitoring: iCoaches
Mentor Teachers
TLLS
Lead Teachers
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: All students at Heritage will be issued a laptop for academic use. iCoaches will assist teachers, administrators and students . Teachers will embrace the use of Canvas and will also use Google, on-line textbooks and other resources to assist with teaching using technology.

Strategy's Expected Result/Impact: Teachers will use technology effectively to provide engaging and empowering learning experiences.

Students will feel satisfaction in the proper use of technology in their education.

100% of students should have a laptop and use Canvas regularly in their classes.

Goal of all BriteBytes categories to be in category of Advanced or Exemplary

Staff Responsible for Monitoring: Administrators
Lead Teachers
MIT
TLLs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Digital citizenship will be taught through videos, reflections and discussions during TASSEL and also in small group sessions through English classes with the LMS.

Strategy's Expected Result/Impact: Students will understand the proper use of their devices at school and will make good decisions about their technology use.

10% Fewer referrals regarding technology use.

Completion of digital citizenship trainings through closed TASSEL and LMS sessions in English Classes.

Staff Responsible for Monitoring: Administrators
Counselors
TASSEL teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Zendesk Helpdesk tickets and the use of the TechHub will assist in problem solving and solutions involving technology.

Strategy's Expected Result/Impact: Prompt and effective responsiveness to technology issues with students and/or staff.

Documentation provided in feedback from staff who have entered TechHub and Zendesk tickets.

Staff Responsible for Monitoring: District Technology Reps
Campus Technology Aide

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Administrators will work with teachers through the TTESS evaluation system and the MPowered dimensions to support effective use of technology integration to improve engagement and empower students in their learning.

Strategy's Expected Result/Impact: TTESS MPowered Scores should be maintained or increased for teachers in STRIVE.

Staff Responsible for Monitoring: Administrators
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Teachers will create and collaborate about Academic Dishonesty Methods through a shared Google Doc. They will also add methods to deter and prevent cheating on this shared document.

Strategy's Expected Result/Impact: Create a shared google doc with all teachers to share information about academic dishonesty and ways to combat them. Add this as a discussion item in PLC agenda.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Performance Objective 4: (Heritage) Increase the perspective of diverse groups in lessons and learning opportunities.

Strategy 1: Curriculum groups should actively seek out diverse perspectives on at least one topic each six weeks.

Strategy's Expected Result/Impact: Greater sense of belonging of all cultures, races and people of varied backgrounds as evidenced in end of year surveys and conversations.

Greater respect between different groups on campus.

Cultural Diversity Committee participation by HHS students and staff.

Cultural connections documented in PLC agendas.

Staff Responsible for Monitoring: Lead Teachers
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Provide ESL services for students in need

Strategy's Expected Result/Impact: All ESL students should show increase in TELPAS scores and should pass their EOCs.

ESL classes documented on the master schedule.

Staff Responsible for Monitoring: ESL Teacher
Administrators
Central Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
500 ESSA-Title II-TPRT $500
550 ESSA-Title III-Second Language Acquisition $550

ESF Levers: None

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 5: (Campus Specific) Provide supports for homeless students

Strategy 1: Provide supports for homeless students as needed

Strategy's Expected Result/Impact: Share communication with administrators and counselors about students who may need services. Document McKinney Vento and any homeless services through emails and in counseling files.

Staff Responsible for Monitoring: Counselors
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
181 ESSA-Title I $181

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Maintain the Heritage Family Newsletter -- to inform staff of things going on within our Heritage Family. Encourage teachers and staff to share here!

Strategy's Expected Result/Impact: Greater sense of belonging and a stronger family atmosphere.

Document that this newsletter is completed each month.

Staff Responsible for Monitoring: Receptionist
All staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Maintain and improve the use of the Sunshine Committee to increase support systems for our Heritage Family.

Strategy's Expected Result/Impact: Maintain or increase staff morale on Youth Truth survey.

Staff Responsible for Monitoring: Sunshine Committee

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Get every teacher to get involved in something outside of the classroom.

Strategy's Expected Result/Impact: Goal to have 100% of teachers involved in some student support group outside of the classroom. (only 5 lacking as of 10/5/19)

Staff Responsible for Monitoring: Administrators
Lead Teachers
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Use the website, social media, REMIND, CANVAS, daily parent e-mail called HERITAGE DAILY NEWS to communicate information about events, activities, celebrations and needs with all stakeholders. Share this opportunity with all parents, students and staff. Include information about things going on in classrooms and with the cultural goals of the campus.

Strategy's Expected Result/Impact: High sense of belonging and being in the know of all events and happenings at Heritage.

Document use of Heritage Daily News each day, social media posts and mass emails.

Staff Responsible for Monitoring: LMS
Campus Tech Aide
Administrators
All teachers and Staff through #MISDProud and #midlojags

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Instill and follow the 24 hour rule to respond to all parent emails. If two emails do not solve the issue, then a phone call or face-to-face conversation is required.

Strategy's Expected Result/Impact: Stronger trusting relationship between parents and staff members.

Stronger survey results in regards to communication.

Document the number of complaints in lack of responsiveness and address staff with issues.

Staff Responsible for Monitoring: All staff
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Regularly seek out guest speakers and connections between community members and the school. One event to focus on this will be Genius Week for guest speakers.

Strategy's Expected Result/Impact: Stronger connections between community and the school.

Greater exposure to our students of potential careers, etc.

Increase the number of guest speakers at Genius Week and throughout the year by 10%.

Reach out to parents and community to create a Guest Speaker database for teachers to reach out to for classroom visits.

Staff Responsible for Monitoring: Administrators
Lead Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Provide opportunities for students connect with community partners at the Mile that may have potential career connections.

Strategy's Expected Result/Impact: Greater connections between students and potential careers.

Greater sense of satisfaction and connection of parents with the school.

Staff Responsible for Monitoring: Counselors
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Ask boosters to report how many volunteer hours their parents have served and in what capacity.

Strategy's Expected Result/Impact: Better understanding of our parent commitments to our students and our school.

Increase in Booster hours committed by 10%

Staff Responsible for Monitoring: Coaches and directors of activities
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

Strategy 1: Sustain and support the Executive Extracurricular Board to ensure collaboration and communication between all booster and student organizations.

Strategy's Expected Result/Impact: Teamwork and united Jaguar Spirit.

Increased communication and collaboration between various parent support groups.

Document the Executive Extracurricular Board meetings.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Heritage High School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 03 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$17,875.00
199 E 11 6129 00 003 0 24 000	6129 Salaries or Wages for Support Personnel	$24,939.96
	6100 Subtotal:	**$42,814.96**

Personnel for Heritage High School

Name	Position	Program	FTE
Arroyo, Monica	Teacher	The Net	.25
Loooney, Warren	Paraprofessional	Edgenuity	1
Rebecca Scranton	Paraprofessional	The Net	.25
Wickersham, David	Paraprofessional	The Net	.25

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Krista Tipton	Principal
Non-classroom Professional	Stacie Bailey	Counselor
Classroom Teacher	Mariane Taylor	Teacher
Classroom Teacher	Hollie Robinson	Teacher
Classroom Teacher	Amy Brown	Teacher
Classroom Teacher	Danielle Baze	Teacher
Classroom Teacher	David Owens	Teacher
Classroom Teacher	Caitlyn Vecsey	Teacher
Classroom Teacher	Lauire Ellison	Teacher
Classroom Teacher	Cristina Gomez-Jimenez	Teacher
Administrator	Nikki Nix	Director of Secondary Learning
Parent	Christina Mosley	Parent
Parent	Geri Larson	Parent
Business Representative	Jamie Reid	Business Leader
Business Representative	Marti Carrasco	Business Leader
Community Representative	Matt McKay	Community
Community Representative	Jeff Garner	Community

Campus Funding Summary

ESSA-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	1	181		$181.00
				Sub-Total	$181.00

ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	2,000		$2,000.00
2	2	5	1454		$1,454.00
5	4	2	500		$500.00
				Sub-Total	$3,954.00

ESSA-Title III-Second Language Acquisition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	4	2	550		$550.00
				Sub-Total	$550.00

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1050		$1,050.00
3	1	1	1000 Suicide prevention		$1,000.00
3	1	1	500 Anti-bullying		$500.00
				Sub-Total	$2,550.00
				Grand Total	$7,235.00

Addendums

Midlothian Independent School District

J.R. Irvin Elementary School

Improvement Plan

2020-2021

Mission Statement

We value every student, creating an environment for all to be successful!

Vision

What begins here empowers our innovative thinkers to impact the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

J. R. Irvin Elementary serves 618 Kindergarten through 5th grade students.

- ECSE/PreK: 37 Students
- Kindergarten: 100 Students
- 1st Grade: 88 Students
- 2nd grade: 97 Students
- 3rd Grade: 103 Students
- 4th Grade: 97 Students
- 5th Grade: 96 Students

Ethnicity Breakdown

White: 58%

Hispanic: 22%

African American: 12%

All other ethnicities are <1%

Econmically Disadvantaged = 31%

Attendance Rate = 96%

Irvin is recognized as a Title I campus.

Demographics Strengths

Irvin continues to grow in diversity to reflect the real world at large.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Writing continues to be an area of slow growth for all students. **Root Cause:** Focused writing instruction does not happen in a scaffolding manner consistently..

Student Learning

Student Learning Summary

STAAR 2019: (% Items Correct)

Based on state standards, J.R. Irvin received a "Met Standard" rating and an overall grade of "B" for the
Percentages are reflective of the overall average of the pass rate percentage of 3rd, 4th, & 5th grade ir

- **All Students:**
- Math= 83%
- Reading= 78%
- Writing= 61% (Note: Tested in 4th Grade only)
- Science= 90% (Note: Tested in 5th Grade only)

Student Learning Strengths

* 51% of 5th grade students earned "Mastery" on the 5th grade STAAR.

* Science continues to be a high achieving area with a 90% pass rate.

* Although it is still low, Writing improved by 6% from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Writing continues to be an area of improvement. **Root Cause:** Grade levels below 4th grade need to have a scaffolded focus on teaching writing students to be successful in 4th grade.

School Processes & Programs

School Processes & Programs Summary

All teachers at J. R. Irvin are highly qualified individuals with some teachers (30%) holding a Master's degree in education. The teachers at J. R. Irvin have an average of 12 years of teaching experience which is higher than the district and state averages. The campus includes:

- 591 students

Personnel

- 47 Certified Teachers
- PE Teacher and 1 Para Professional
- Music Teacher
- Full Time Dyslexia/ESL
- Full Time Dsylexia Teacher
- Art Teacher
- Library Media Specialist
- Title 1 Reading Teacher
- Math Interventionist
- Diagnostician
- Speech Therapist
- 4 Special Education Resource Teachers
- 1 Inclusion Para Professional
- 1 Content Mastery Para Professional
- ISS/Tech Aide
- 5 Custodians
- Nurse
- School Secretary
- Receptionist
- Part-time Crossing Guard
- PEIMS
- Assistant Principal
- Principal
- iCoach
- 1 PreK Aide
- 2 ECSE Aides

Curriculum/Instruction

- Teks Resource System
- Wonders (Reading)
- Imagine Math
- iStation (Reading)
- Education Galaxy (Reading/Math)
- 1:1 iPad initiative
- iPlan Days (3 campus teachers lead district sessions)
- Campus "Collective Wisdoms" of teacher led PD sessions on the campus level.
- iCoach assists with lesson development and technology enhancement.
- SeeSaw/Canvas

School Processes & Programs Strengths

* Ipad/Smart Board integration into lessons.

* Added technology/instructional support from iCoach & interventionists.

* Teachers teaching teachers with our campus PD Collective Wisdoms.

* No staff members requested to move campuses from 2019-2020 (unless accepting a promotion) which shows strong retention at the campus level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Working towards more student choice and independence. **Root Cause:** Teachers needing to be more comfortable and confident in letting students design their own ways of proving mastery. We must identify the steps needed to take to get to that level of learning.

Perceptions

Perceptions Summary

J. R. Irvin Elementary is home to Storytellers. All stakeholders of the campus have a great passion led from the heart to offer service for the community. The giving spirit, high expectations, and compassion are evident when you walk in the building.

We use character studies and restorative practices to educate the complete child.

Administration and teachers will continue to work on accessing and using data to make decisions to best meet the needs of our students and identify areas of focus both for our students and for instructional purposes.

We stand by and live out the Cultural Tenets of the district:

- We are Family
- Celebrating the Power of Diversity
- Honoring Relationships
- Unlimited Potential
- Excellence with Purpose
- Midlothian Strong

Perceptions Strengths

Irvin is a family centered school with a positive learning environment. We have a proactive and restorative approach to student discipline instead of purely driven by consequences. We strive for the students to have voice, choice, and dedication to the culture or our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Embedding the Cultural Tenets, Learner & Leader Profiles, & Learner Experience into our every day approach to students socially and academically. **Root Cause:** We need to expose the campus more to all of the culturally driven focuses of the district and identify specific way to connect them to learning.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card 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 Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

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

- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 24, 2020

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Teachers will understand how to create lessons that are rigorous, exemplary, and highly calibrated to the specificity of the TEKS by attending iPlan Days, campus PLCs, & understanding how to calibrate student work against the TEKS.

Strategy's Expected Result/Impact: Teachers will design lessons with deeper rigor using higher level questioning, high expectations and rigorous learning experiences. Observations, TTESS conversations and full evaluation will be used to determine success.

90% of teachers will be at proficient or above in T-TESS planning and instruction (83% in 19-20).

Staff Responsible for Monitoring: Calibration Tool, iPlan Sign-ins, Campus PD sign in, Lesson Plans, Grade Level PLCs (Principal, AP, iCoach)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will meet once a month as grade level teams and once a month as vertical content teams in PLC to address grade level data & vertical learning gaps to develop and design high quality Tier 1 instruction aligned to the state standards.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: Principal, AP, iCoach, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: All teachers will track student data on every student for Reading & Math based on pre assessments (prior knowledge & small group formations) and post assessments (student growth).

Strategy's Expected Result/Impact: 70% of students will show growth on post progress indictors as evidenced by quarterly AWARE reports.

Staff Responsible for Monitoring: Principal & AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Assignments will be aligned with TEKS criteria 80% of the time by end of the first semester using calibrations and 90% or above by the end of the 20-21 school year.
Grade level activities will be calibrated against the specificity of the TEKS to be level 3 or higher on 60% of the questions and at least 90% on grade level by using TRS by the end of the first semester.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: Principal & AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: Students in grades 3-5 will participate in performance assessments for math.. K & 1st utilize STEM buckets of their choosing to develop social skill and creative thinking.

Strategy's Expected Result/Impact: Brightbyte data of "Student use of the 4 Cs" will increase from 1033 (2019 data) to 1075.

Staff Responsible for Monitoring: Principal, AP, Teachers, iCoach, interventionists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will provide student choice through digital choice boards on 2 units per subject in the first semester and 3 units per subject in the 2nd semester of the 20-21 school year.

Strategy's Expected Result/Impact: Increase in Teacher & Student use of the 4 Cs to a minimum of 1075.

Staff Responsible for Monitoring: Principal, AP, iCoach

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: All teachers, with the support of an iCoach as needed, will utilize available technology to enhance lesson design and increase student choice in product

Strategy's Expected Result/Impact: 5% increase of teachers scoring proficient or higher on M*Powered Instruction & Planning dimensions (83% in 2019 for both).

25 percent of teachers will score accomplished or higher on M*Powered Instruction and planning Dimensions.

Increase BrightByte scores on Classroom Overall.
1028 (2019) to 1075

Staff Responsible for Monitoring: Principal, AP, iCoach
Lesson Plans, walkthroughs/observations, PLCs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Teachers will meet once a month as grade level teams and once a month as vertical content teams in PLC to address grade level data & vertical learning gaps to develop and design high quality Tier 1 instruction aligned to the state standards.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: Principal & AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will plan collaboratively to design aligned lessons during iPlan days and campus professional development.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: Principals, AP, Team Leads
iPlan & Campus PD Sign ins and Agendas.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Teachers will participate in relevant professional development throughout the school year.

Strategy's Expected Result/Impact: YouthTruth Survey data will increase from 78% satisfaction in professional development to 85%.

Staff Responsible for Monitoring: Sign in & Agendas, YouthTruth Survey

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: Implement a common time across campus for students to receive prescriptive interventions based on weak SEs to maximize student learning and close performance gaps.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: SATs (Principals, APs)

Walk-throughs/ Evaluations (Principals, APs)

Progress Monitoring Logs (Teachers)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: The Student Assistance Team will meet at minimum every 7 weeks to discuss the progress monitoring of at risk students and create aligned goals based on student needs.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: Principal, AP, Counselor, Interventionists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Utilize Instructional Strategies that have been proven to yield high learner engagement, opportunities for practice, student interaction and the teacher's ability to see and hear thinking while aligning resources to TRS and state standards.

Strategy's Expected Result/Impact: Teachers scoring proficient or higher in Instruction Domain on T-TESS will rise by 5% from 83%.

Measure 1: Early literacy progress indicators- Tier 1 students K-2 on track to meet grade level expectations will improve by 3% points from 83% (18-19).

Measure 2: Math progress indicators -Tier 1 students K-2 on track to meet grade level expectations will maintain at 90% from 19-20 due to COVID in order to ensure appropriate data.

Measure 3: Percentage of students achieving masters level on STAAR increase of 5% for each assessment

Staff Responsible for Monitoring: Principal & AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselors will conduct parent meetings and put out specific communication to explain the Duke TIP identification program and benefits.

Strategy's Expected Result/Impact: Number of students (grade 4-5) invited to Duke Talent Identification Program will increase by 5 students from 2018-2019 school year for 2020-2021.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Each grade level will have at least 10% of students qualifying for "Level Up" in Math (Level Up: Students show mastery of a concept in a Unit Pre Assessment and works on a higher grade levels mathematical concepts during the progression of that unit. Began in 2019-2020 so 10% is a starting point due to COVID from 19-20 school year).

Strategy's Expected Result/Impact: Percentage of students achieving masters level on STAAR will increase by 5% for each assessment.

Staff Responsible for Monitoring: Principal, AP, Counselor, iCoach, Team Leads
Unit Pre and Post assessments

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: Utilize research-based screening process (Humanex)

Strategy's Expected Result/Impact: Hire high-quality candidates that share the MISD & campus vision of learning by using Humanex 100% of the time.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: New teachers will participate in the District New Teacher Mentorship as well as have an on campus mentor throughout their first 3 years while providing region 10 support for teachers with ELL learners.

Strategy's Expected Result/Impact: Campus annual retention rate will remain above 90% (93% in 19-20).
(Only moves for certified staff in 19-20 were due to promotions)
No more than 2 staff members will leave Irvin for a "linear move" (Moving districts or campuses to do the same position)
(No staff members have moved for a linear move since 2016-2017)

Staff Responsible for Monitoring: Mentor & campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
Region 10 Cooperative- paid for your campus ESSA-Title I $1,454
Mentor Program ESSA-Title II-TPRT $1,000
Supplements for ESL K-12 $500 each ESSA-Title II-TPRT $500
Region 10 PD Cooperative ELL ESSA-Title III-Second Language Acquisition $550

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Strategy 2: Recognize & socially support staff through social media (#killinit), sustenance (Sonic Booms, treats, PTO Luncheons), additional Team planning time, & weekly giveaways (Admin read to class, jeans pass, etc)

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey will increase by 5%.

Staff Attendance Rate will stay above 95%.

Staff Responsible for Monitoring: Principal & Teacher Experience Committee

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Staff lead professional development opportunities for campus (Campus Collective Wisdoms, Restorative Practices, Discipline) & district initiatives (ILL, TLL, Mentors).

Strategy's Expected Result/Impact: Increased leadership capacity in staff. At least 80% of staff will participate in at least 1 leadership opportunity to present or assist in making campus decisions and improvements.

YouthTruth Survey category of "PD & Support" will increase to 85% (78% in 18-19. No data for 19-20)

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will lead campus PD when appropriate, as well as sharing out ideas learned from attended PD.

Strategy's Expected Result/Impact: Increased leadership capacity in staff. At least 80% of staff will participate in at least 1 leadership opportunity to present or assist in making campus decisions and improvements.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Encourage participation in District Leadership initiatives, such as Aspiring Leadership Academy & Diversity Council.

Strategy's Expected Result/Impact: Increased leadership capacity in staff with at least 10 teachers participating in district leadership opportunities.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

Strategy 1: Work closely with the new district counselor who specializes in Social/Emotional support.

Strategy's Expected Result/Impact: SEL Counselor & Specialist will be on campus at least twice a month to work with students and staff.

Campus will maintain zero substantiated bullying incidents.

Staff Responsible for Monitoring: Principal, AP, Counselor, and S/E Support Specialists.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
Bully Prevention & Social Emotional Awareness ESSA-Title IV
$6,700

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Strategy 2: Increase direct school counseling services.

Strategy's Expected Result/Impact: Percentage of time allocation for direct school counseling services increase from 57% to 65%

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
None

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Strategy 3: Implement bullying prevention assemblies through Aim for Success.

Strategy's Expected Result/Impact: Reduced bullying investigations (3 or under investigations).
Increase safety ratings on parent survey 78% to 85%.

5% increase in safety ratings on staff & student survey.

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
ESSA-Title IV $2,200

ESF Levers: None

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Strategy 4: Cultural Proficiency training will occur on a regular schedule with 100% staff attendance rate.

Strategy's Expected Result/Impact: Increased knowledge on cultural proficiency and development of strategies to implement.
100% of staff will participate in cultural proficiency.

Staff Responsible for Monitoring: Campus Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Campus Safety teams will create the Campus Crisis Plan that will outline all policies and procedures in case of an emergency . This team will help facilitate campus drills and communicate with members of the district safety and security team.

Strategy's Expected Result/Impact: 100% of students and staff will be trained and prepared in the instance of an emergency. Increase of 5% in Parent Survey in category of "School Safety" (78% in 2019)

Staff Responsible for Monitoring: Principal/AP

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Raptor will be utilized for all visitors to campus.

Strategy's Expected Result/Impact: 100% of visitors will be required to check in through the office using the Raptor system.

Staff Responsible for Monitoring: Office staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Target students and their families who have high chronic absences and develop a plan for these students.

Strategy's Expected Result/Impact: Attendance Rate will increase to 97% or above.

Staff Responsible for Monitoring: Campus admin, PEIMS

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Attendance Awareness Notifications (attendance.org) for parents

Strategy's Expected Result/Impact: Attendance Rate will increase to 97% or above.

Staff Responsible for Monitoring: Campus Admin, PEIMS

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Conduct staff & student surveys to assess satisfaction of our current facility and areas of needed improvement to focus maximization of space at the new campus.

Strategy's Expected Result/Impact: 100% of students and staff will take ownership of the new facility and its usage and have a platform to share needs and desires so they can be strategically planned for.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop budget and align financial expenditures to campus goals.

Strategy's Expected Result/Impact: Number of cross-function transfers will be 2 or lower.

Staff Responsible for Monitoring: Principal/Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Align campus professional development with the district professional development (The afternoon of iPlan day will be aligned to the morning professional development).

Strategy's Expected Result/Impact: 90% of teachers will score proficient or higher on M*Powered instruction.

CASE score in classroom domain as proficient or higher as measured by Brighbytes will show a 10 point minimal improvement.

Staff Responsible for Monitoring: iPlan Sign-ins, TLL, ILL, iCoach, Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: Implement a support structure on campus designed to build and increase the capacity of staff in curricular and technology integration support.

Strategy's Expected Result/Impact: 90% of teachers will score proficient or higher on M*Powered instruction, dimensions, and T-TESS for each domain.

CASE score in classroom domain as proficient or higher as measured by Brighbytes will show a 10 point minimal improvement.

Staff Responsible for Monitoring: Principal, AP, &

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Utilize a variety of communication tools with staff to ensure information is being given out in a timely manner (Remind, staff meetings, Campus Newsletter, calendar invites, Team Lead meetings, faculty meetings, grade level meetings, and PLCs).

Strategy's Expected Result/Impact: Overall employee satisfaction on communication as measured by district survey will improve by 10%.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Grade Level PLCs, Vertical Team Meetings, Team Building, and "Collective Wisdoms" for engagement of staff.

Strategy's Expected Result/Impact: Staff Survey will show a 10% improvement in satisfaction with communication.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Utilize a variety of communication tools (Remind, Friday Parent Newsletter, School calendar, "Take Home Tuesdays").

Strategy's Expected Result/Impact: Parent survey will show positive results with a 10% improvement in satisfaction with communication.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teaches will send out regular communication to parents via SeeSaw and Canvas to keep parents up to date on student progress and activities.

Strategy's Expected Result/Impact: Parent survey will show positive results with a 10% improvement in satisfaction with communication.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Virtual field trip and guest speaker opportunities.

Strategy's Expected Result/Impact: Grow community partnerships by 50%.

Staff Responsible for Monitoring: Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Have Irvin parent representation on 100% of district/campus committees for decision making. (Diversity Council, Inside MISD, etc).

Strategy's Expected Result/Impact: Increase survey category of engagement from 80% to 85%

Staff Responsible for Monitoring: Principal & AP

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for J.R. Irvin Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 103 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$55,855.00
	6100 Subtotal:	**$55,855.00**

Personnel for J.R. Irvin Elementary School

Name	Position	Program	FTE
Alyssa Thomas	Teacher	Gifted & Talented	
Halee Jones	Paraprofessional	Irvin Content Mastery	.25
To be Named	Teacher	First Grade Interventionist	.25
West, Matt	Teacher	Interventionist	.90

Title I Personnel

Name	Position	Program	FTE
Foster, Lynn	Teacher	Title I	1

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Josh Roberts	Principal
Administrator	Katelyn Self	Assistant Principal
Classroom Teacher	Christine Dobbins	Teacher
Classroom Teacher	Jen Ketter	Teacher
Classroom Teacher	Janice Hansen	Teacher
Parent	Tanya Rizzo	Parent
Committee Member	Elizabeth Adkins	Counselor
Parent	Shayne Howe	Parent
Classroom Teacher	Taite Siemsglusz	Teacher
Classroom Teacher	Robin Vitullo	Teacher
Committee Member	Alyssa Thomas	Interventionist
Business Representative	Patrick Johnson	Business Owner
District-level Professional	Kaylynn Day	Assistant Superintendent of HR
Classroom Teacher	Sherise Webster	Teacher
Committee Member	Greg Houchin	Community Member
District-level Professional	Lisa Knight	Director of Special & Federal Programs

Campus Funding Summary

ESSA-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Region 10 Cooperative- paid for your campus		$1,454.00
				Sub-Total	$1,454.00

ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Mentor Program		$1,000.00
2	2	1	Supplements for ESL K-12 $500 each		$500.00
				Sub-Total	$1,500.00

ESSA-Title III-Second Language Acquisition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Region 10 PD Cooperative ELL		$550.00
				Sub-Total	$550.00

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Bully Prevention & Social Emotional Awareness		$6,700.00
3	1	3			$2,200.00
				Sub-Total	$8,900.00
				Grand Total	$12,404.00

Addendums

Midlothian Independent School District

J.A. Vitovsky Elementary School

Improvement Plan

2020-2021

Mission Statement

Mission:

Through intentional actions and building meaningful relationships, we will grow influential leaders. We will create learning experiences that meet the needs of the whole child, sparking success for today and unlocking potential for tomorrow.

JAV Learner's Creed:

At JAV: Today, I will believe in myself
I will try
I will think
I will listen
I will learn
Today, I will believe in myself
and I WILL ACHIEVE!

Vision

Vision:

Our J. A. Vitovsky family inspires excellence and commits to nurture and empower all students in reaching their unlimited potential.

Value Statement

#thinkBIG

Be Intentional

Inspire Excellence

Grow Leaders

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Comprehensive Needs Assessment

Demographics

Demographics Summary

J.A Vitovsky is an elementary campus serving 587 students. We have students from Pre K to 5th grade, as well as students participating bilingual program and ECSE. Ethnic distribution is 48.55% Hispanic, 5.97% African American, 38.55% White, 1.22% Asian, and 5.65% two or more races. At risk data shows 52.28 % at risk, 58.39% economically disadvantaged and 28.87% LEP. JAV is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.

Demographics Strengths

Ethnic breakdowns are consistent with the previous year and continue to somewhat be equally distributed. There has been decrease in enrollment this year compared to last year. At-risk numbers and categories have increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Maintaining consistency in a changing student population. **Root Cause:** Some populations are not performing as well as other sub populations.

Student Learning

Student Learning Summary

J.A. Vitovsky is committed to creating an engaging learning environment where all students can succeed. As adjustments are made to the rigor of the STAAR test some areas of concern include the number of students meeting the meets and masters level in all grade levels for Reading and Math. We did have an 11 pt. increase in our overall letter grade assigned by TEA. We met all 16 indicators for growth in all sub pops and areas. Since there was not any STAAR data due to COVID 19 school closures, we will continue with these learning targets for our data usage.

Student Learning Strengths

JAV's overall Rating is a 76 (C) up from 65 (D)

Domain 1 71 up from 67

Domain 2 77 up from 59

Domain 3 75 up from 61

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not meeting targeted levels of achievement. **Root Cause:** Inconsistent use of instructional strategies fully implemented and monitored across campus.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, iPlan Days, C4D additional planning time for teachers, iCoach to assist teachers, two Title 1 Interventionist to help remediate and support teachers, Focus Teams that are vertically aligned, systematic coaching plan for select teachers, Targeted Support strategies included in CIP to increase student growth and scores.

Personnel/Organizational/Administrative - use of Humanex, teacher mentors, new teacher orientation, curriculum and technology support, systematic coaching plan for new teachers, expanding to additional teachers as needed through out the year, quarterly team building staff activities.

School Processes & Programs Strengths

Focused systematic plan in place to improve student growth and scores with personnel to help support the process

Additional scheuduled purposeful planning time

Vertically aligned process for teams

Strong leadership team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All stakeholders did not have a clear understanding of all processes and programs. **Root Cause:** Insufficient cohesiveness of programs and processes within planning and development.

Perceptions

Perceptions Summary

We believe in educating the whole child at Vitovsky Elementary. It is our job to make sure all students are healthy, safe, engaged, supported, and challenged academically. By establishing relationships and working to know each student's strengths we are able to help them with their academic pursuits which will hopefully make them productive citizens in society.

Perceptions Strengths

Leader in Me- 8 habits of happy kids based off of Stephen Covey's 7 habits of highly effective people

Restorative Practices

Horizontially and Vertically aligned curriculum

PLCs to ensure teachers are planning highly engaging and rigorous lessons

Focus Teams that have goals for academics, student/staff culture, restorative practices and attendance

JAV teachers are connected and support one another

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Common belief system has not yet been identified, internalized and implemented with fidelity with in all stakeholders. **Root Cause:** Varied perception and actions of our vision and purpose.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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 and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade level PLCs.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.

Formative	Summative
Nov	June
Feb	
June	

Staff Responsible for Monitoring: Protocols in place for planning

Lesson Planning feedback

Observation feedback

PLC conversations

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Strategy 2: Implement systems to support aligned achievement standards by implementing and monitoring PLC protocols that evaluate student work samples to align standards to the activities being planned.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.

Staff Responsible for Monitoring: PLC Agenda and meeting notes

Team Planning Protocol

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative
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Strategy 3: Utilize pre and post assessment data to identify gaps in learning or the past instruction to better address the student's need in order to personalize learning.

Strategy's Expected Result/Impact: 70% of students will show growth/progress on post progress indicators

Staff Responsible for Monitoring: District Data Assessment (Principal/iCoach)
Aware reports by teachers (iCoach/Teachers)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Differentiated Instruction to meet the vary abilities of the students through focusing on small group instruction in all subject areas to personalize instruction to meet the student need.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: 75% of students showing growth on tracking sheets.

Staff Responsible for Monitoring: Walkthroughs (Principals)

Student tracking sheets with goal setting

Teacher growth tracking sheets

Analyzing data with intentional item analysis

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 2: Teachers will implement Goal Setting for students and students will monitor their own progress.

Strategy's Expected Result/Impact: Students will take ownership in knowing where they are academically and 75% of the students will reach their projected growth.

Staff Responsible for Monitoring: Goal Setting forms (Teachers)

Goal Setting stats (Principals)

Student goal setting sheets
(Students)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3: Students will participate in Genius Hour or research projects weekly to explore different passions, future careers, and create unique experiences for their learning, connecting this to extracurricular activities.

Strategy's Expected Result/Impact: Increase student participation in extracurricular activities by 30 students.

100 % of students will participate in Genius Hour and develop soft skills.

Staff Responsible for Monitoring: Genius Hour Rosters/Journals (Teachers)

Student galley walk on genius hour

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
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Strategy 4: 3rd-5th grade math classes will participate in Performance Assessments in order to promote the 4 C's

Strategy's Expected Result/Impact: Measure 1: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 2: Brightbyte data increase of 30 points in teacher and student area.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Nov	June
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June	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Participate in iPlan Day collaboration with other teachers across campuses on exemplar lessons and activities to enhance instruction.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.

Staff Responsible for Monitoring: ILL, Principals

Lesson plans

Walkthroughs

PLC conversations after iPlan Days

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Problem Statements: None

Funding Sources: None

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Strategy 2: Utilize Engage2Learn coaching model with selected teachers and additional staff as needed to ensure effective teaching strategies.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.

Staff Responsible for Monitoring: Coaching logs (iCoach)

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Funding Sources:
None

Formative
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Strategy 3: Designate times for PLCs and Vertical Team meetings to align a common language and support teacher learning in planning/understanding of Essential TEKS in order to build rigor and relevance.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.

Staff Responsible for Monitoring: PLC agendas
Focus Team agendas
Walkthrough Data
Feedback Form

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Funding Sources:
Lead4ward Webinars Local Budget $519
Lead4ward Field Guides Local Budget $250

Formative
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Strategy 4: After implementation of books study best practices, teachers will conduct Learning Walks where teachers observe other teachers with an academic focus once a quarter to build peer supporters and learners and consistency in best practices.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.

Formative	Summative
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Staff Responsible for Monitoring: Feedback Forms
Shout Out board
(Principals)
(Teachers)

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Analyze campus data to address all areas of performance and track student growth on a consistent basis (BOY, MOY, EOY), completed through campus PLCs and staff meetings.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Measure 4: 75% of students showing growth on tracking sheets.

House Bill 3 Goals: Increase in each area of reading and math grades PK-3rd by at least 2 percentage points.

Staff Responsible for Monitoring: Essential TEKS
On Data Suite
Growth tracking sheets
iStation
Imagine Math
Amplify
(Teachers, Principals, Interventionist, iCoach)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum

Comprehensive Support Strategy

Additional Targeted Support Strategy

Formative
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Strategy 2: Implement a common intervention time across the campus for students to receive prescriptive interventions based on weak SEs to maximize student learning and close performance gaps.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

Staff Responsible for Monitoring: SATs (Principals/Counselor)
Walkthroughs/Evaluations (AP)
Progress Monitoring (Teachers)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Funding Sources:
None

Formative	Summative
Nov	June
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Strategy 3: Plan with High Yield Strategies and Formative Assessments during lesson planning and delivery to ensure engaging rigorous lessons.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR

House Bill 3 Goals: Increase in each area of reading and math grades PK-3rd by at least 2 percentage points.

Formative
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Staff Responsible for Monitoring: Work samples in PLC
Walkthrough/Evaluations (Principals)
PLC Protocols

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Additional Targeted Support Strategy

Strategy 4: Provide Intervention at Tier 3 level by Reading, Math, and Bilingual interventionists to meet students most struggling. Provide intervention at Tier 2 by classroom teachers to ensure all needs are met.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.

Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.

Measure 3: 75% of students showing growth on tracking sheets.

Staff Responsible for Monitoring: Interventionist schedules (Interventionist)

SAT Meeting notes in ESPED (Teachers and Interventionist)

Interventionist Documentation (Interventionist)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Interventionist Salaries ESSA-Title I $250,988

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Increase awareness and number of students participation in Duke Tip Scholars programs through videos, parent letters, and the counselor screening.

Strategy's Expected Result/Impact: Increase from 33% to 35% of students (grades 4-5) participation in Duke Talent Identification Program.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum

Formative	Summative
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Strategy 2: Participate in programs like Destination Imagination, Math Pentathlon, Challenge Lab and GT programs to provide enrichment opportunities for students.

Strategy's Expected Result/Impact: Increased percentage from 17% to 20% of students achieving masters level on STAAR assessment.

Staff Responsible for Monitoring: GT teacher
DI and Math Pentathlon Representatives

Title I Schoolwide Elements: 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% of overall market value of employee salaries as measured by TASB.

Strategy 1: Utilize the Humanex system to find the highest quality candidates to interview.

Strategy's Expected Result/Impact: Hiring the highest quality staff by 100% of candidates being screened and interviewed using the process.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 2: Continue stipends/supplements for bilingual and ESL teachers to help with retention of teachers.

Strategy's Expected Result/Impact: Recruit and Retain 100% of high quality teachers as evidenced in TAPR

Staff Responsible for Monitoring: Staff Survey

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Stipend for Bilingual teachers ESSA-Title II-TPRT $36,000
Supplement for ESL teachers ESSA-Title II-TPRT $1,000

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative
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Summative
June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Provide attendance Incentives for teachers with perfect attendance monthly to improve teacher attendance.

Strategy's Expected Result/Impact: Keep or decrease number of teachers taking time off from 5% or lower.

Staff Responsible for Monitoring: ASEOP records (Principal/Secretary)

Team monthly incentive

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
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Strategy 2: Provide staff recognitions (#thinking BIG and weekly shout outs in Newsletter and shout out board generated by staff) and incentives (Sonic drinks, snack cart, surprise dress days, etc.) to motivate and retain teachers.

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey by 10%

Staff Retention Rate will remain at 95% or higher.

Staff Responsible for Monitoring: Staff Newsletters, Social Media posts, emails (Principals)

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Drinks and Snacks Local Budget $1,000

ESF Levers: Lever 3: Positive School Culture

Formative
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June

Strategy 3: Provide extra planning time by utilizing C4D as built in extra planning time to provide teachers with support in building effective lessons.

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey by 10%

Staff Retention Rate will remain at 84% or higher.

Staff Responsible for Monitoring: C4D Schedule (Principals)

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Formative
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Strategy 4: New staff members participate in the MISD Mentoring

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey by 10%

Staff Retention Rate will remain at 95% or higher.

Staff Responsible for Monitoring: Mentor notes/logs (Campus mentor)

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Mentor stipend ESSA-Title II-TPRT $1,000

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Create Focus Team leaders and lead vertical teams by developing agendas and running meetings to build campus leadership opportunities.

Strategy's Expected Result/Impact: Increased leadership capacity by keeping percentage of people on campus leading various groups at 32% or higher.

Staff Responsible for Monitoring: Focus Team Agendas

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
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June	

Strategy 2: Utilize iCoach, Team Leaders and other campus personnel to lead PLC, Trainings and Faculty Meetings to build campus leadership opportunities.

Strategy's Expected Result/Impact: Increased leadership capacity by keeping percentage of people on campus leading various groups at 32% or higher.

Staff Responsible for Monitoring: C4D agendas
Focus Team agenda

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Continue Restorative Practices on campus by having Morning Meetings every morning, Restorative Circles, Classroom Agreements, implementing a common language across campus and C4D lessons to build student character.

Strategy's Expected Result/Impact: Decrease student referrals by 10% through a deeper understanding and effective implementation of Restorative Practices and common language across campus.

Staff Responsible for Monitoring: Student Culture Focus Group, Team Leads, Principals

Walkthroughs

Discussions in PLCs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
Nov
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June

Strategy 2: Provide direct School Counseling through weekly guidance, C4D, and small groups as needed to meet all students social and emotional needs.

Strategy's Expected Result/Impact: Percentage of time allocated for direct school counseling services will increase by 5 percentage points.

Staff Responsible for Monitoring: Counselor's log

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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June

Strategy 3: Implementing the 8 habits of Happy Kids from the Leader in Me to develop leadership skills in students.

Strategy's Expected Result/Impact: Decrease student referrals by 10% through a deeper understanding and effective implementation of Habits and common language across campus.

Staff Responsible for Monitoring: Principals
Counselor
Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
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Strategy 4: Implement a comprehensive bullying program to build student character.

Strategy's Expected Result/Impact: Prevention and Increased awareness which will decrease the amount of bullying investigations on campus by 10%

Increased number on safety survey by 5%.

Staff Responsible for Monitoring: Bullying/Threat assessment data

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
Bullying Program ESSA-Title IV $2,200

ESF Levers: Lever 3: Positive School Culture

Formative
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Strategy 5: Utilize Social Emotional Support Specialist to help teacher with classroom environment, emotional regulation skills for students, and techniques to improve classroom culture.

Strategy's Expected Result/Impact: Creating classroom environments where students feel physically and emotionally secure that fosters learning as evidenced in student safety survey by 10 %

Staff Responsible for Monitoring: SESS logs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

Formative
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Strategy 6: Create and implement a system to identify behaviors and supports to remediate persistent misbehaviors.

Strategy's Expected Result/Impact: Decrease student referrals by 10%

20 % Increase in survey results for parents and teachers.

Staff Responsible for Monitoring: Major/Minor flow chart

Power School Log entries

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Formative	Summative
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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: The Campus Safety Team will create the campus crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the district safety and security team to ensure student safety.

Strategy's Expected Result/Impact: All students and staff will be prepared in case of an emergency.

100% Positive Responses to safety and security questions.

Overall parent satisfaction as measured by district survey to increase by 5 percentage points.

Staff Responsible for Monitoring: Principals- Campus Safety Plan and Drill Completion sheet.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: All visitors will be scanned through Raptor before being allowed to visit the campus to ensure school safety.

Strategy's Expected Result/Impact: 100% Positive Responses to safety and security questions.

Overall parent satisfaction as measured by district survey to increase by 5 percentage points.

Staff Responsible for Monitoring: Office Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Attendance Awareness Notifications (attendance.org) for parents will be communicated on a regular basis to build awareness of the importance of attending school daily.

Strategy's Expected Result/Impact: Increased Attendance Rates by 0.3 percentage points.

Staff Responsible for Monitoring: Principals
PEIMS
teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Conduct staff and student surveys to assess satisfaction of our current facility and areas of needed improvement. this feedback will include the facility and the use of flexible learning spaces.

Strategy's Expected Result/Impact: Feedback from the survey would be applied in decision making and stay within 100% of the budget.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative	Summative
Nov	June
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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop budget and align financial expenditures to campus goals to ensure we are good stewards of funding.

Strategy's Expected Result/Impact: Decrease number of cross-function transfers to be at 4 or below.

Staff Responsible for Monitoring: Principal
Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative	Summative
Nov	June
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June	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Provide iPlan Days, Campus Professional Development, and district Professional development opportunities to give support to teachers that align to the district goals.

Strategy's Expected Result/Impact: Increase percentage of teachers scoring proficient or higher on M*Powered Instruction, dimensions, and TTESS for each domain to 97%

Increase CASE score in classroom domain as proficient or higher as measured by BriteBytes to 1100.

Staff Responsible for Monitoring: Eduphoria records, iCoaches and Principals

Follow up discussions in PLCs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Strategy 2: Provide ongoing embedded professional development from iCoach to meet the teachers individual needs.

Strategy's Expected Result/Impact: Increase percentage of teachers scoring proficient or higher on M*Powered Instruction, dimensions, and TTESS for each domain to 97%

Increase CASE score in classroom domain as proficient or higher as measured by BriteBytes to 1100,

Staff Responsible for Monitoring: iCoach and Principals

Lesson plans

Walkthroughs/Observations

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative	Summative
Nov	June
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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a reduction in the number of help desk tickets.

Strategy 1: Provide structured, timely professional development for digital resources (1:1, Amplify, Imagine Math/Blueprint, iStation, Frontline, StemScopes) to ensure fidelity and effectiveness in using the resources.

Strategy's Expected Result/Impact: Increase percentage of teachers scoring proficient or higher on M*Powered Instruction, dimensions, and TTESS for each domain to 97%

Increase CASE score in classroom domain as proficient or higher as measured by BriteBytes to 1100.

Staff Responsible for Monitoring: iCoach, Principals

Analysis of data in PLCs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Funding Sources: None

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Strategy 2: Utilize data from digital programs to inform instruction to meet the student's needs.

Strategy's Expected Result/Impact: Increase percentage of teachers scoring proficient or higher on M*Powered Instruction, dimensions, and TTESS for each domain to 97%

Increase CASE score in classroom domain as proficient or higher as measured by BriteBytes to 1100.

Staff Responsible for Monitoring: Principals, iCoach

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: None

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June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop a plan to ensure appropriate network infrastructure for anticipated future needs that aligns with the 2016 Bond.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured on district feedback.

Strategy 1: Utilize a variety of communication tools with staff (Smore- Staff weekly newsletter, Remind, Google Classroom, feedback form, meeting agendas, and emails) to ensure overall satisfaction of all staff.

Strategy's Expected Result/Impact: Overall increase employee satisfaction as measured by district survey by 10 percentage points.

Staff Responsible for Monitoring: Principals
Team Leaders

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 2: Provide C4D, Staff Meetings, Team Building, Sunshine Committee monthly activities, monthly luncheons for staff engagement to build staff motivation and satisfaction.

Strategy's Expected Result/Impact: Overall increase employee satisfaction as measured by the district survey by 10 percentage points.

Staff Responsible for Monitoring: Principals
Team Leaders

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Utilize a variety of communication tools with parents (Smore- Parent Weekly Newsletter, School Messenger, website, Class Dojo, Canvas, See Saw, and Social Media sites) to ensure parent satisfaction and effective partnership.

Strategy's Expected Result/Impact: Overall parent satisfaction as measured by the district survey to increase by 5 percentage points.

Positive feedback on consistent communication as measured by the district survey to increase by 5 percentage points.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2: Provide engagement parent opportunities through offering a variety of events to encourage parent participation such as: PTO Events/Music Performances, Health Night, Art Show, Math/Science Night, Voices of Vitovsky, Book Fairs, Dances, Movie Nights, Multicultural Nights, Parent Universities

Strategy's Expected Result/Impact: Overall increase in parent participation at events by 5%.

Positive feedback on consistent communication as measured by the district survey to increase by 5 percentage points.

Staff Responsible for Monitoring: Principals, Sunshine, Reading, Math, Science Committees, PTO

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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June

Strategy 3: Utilize parent training opportunities to teach parents useful strategies to use at home with their children.

Strategy's Expected Result/Impact: Overall increase in parent participation at events by 5%.

Positive feedback on consistent communication as measured by the district survey to increase by 5 percentage points.

Staff Responsible for Monitoring: Principal and Teachers- Ready Rosie engagement reports

Title I Schoolwide Elements: 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Practical Parenting Subscription ESSA-Title I $60
Ready Rosie ESSA-Title I $2,000

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Additional Targeted Support Strategy

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Partner with PTO and CIS to build parent engagement opportunities such as Parent Volunteers on campus, Trunk or Treat, Family Movie Night, etc.

Strategy's Expected Result/Impact: Volunteer Hours
Participation Counts increase by 10%.

Staff Responsible for Monitoring: Principals
PTO
CIS

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Seek out community partnerships for Genius Hour to increase more volunteers in our campus to enhance student learning.

Strategy's Expected Result/Impact: Increase in Volunteer Hours by 10%.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

Formative
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June

Strategy 3: Engage community members and parents to mentor at-risk students to meet all students' needs.

Strategy's Expected Result/Impact: Increase in Community Partner mentor hours by 3%.

Staff Responsible for Monitoring: CIS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Host events with parent and community participation to increase parent engagement, such as: Communities in Schools, Fire Department for Fire Prevention Week, Reach Council, Police Dept. for Safety lessons, PALS, football readers, MHS Cheerleaders and Pantherettes, and DADs club helping with car duty Friday mornings.

Strategy's Expected Result/Impact: Volunteer Hours
Community Partnerships
Overall parent satisfaction as measured by the district survey to increase by 5 percentage points.

Staff Responsible for Monitoring: Raptor System
Principals
Counselor
CIS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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No Progress

Accomplished

Continue/Modify

Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade level PLCs.
1	1	2	Implement systems to support aligned achievement standards by implementing and monitoring PLC protocols that evaluate student work samples to align standards to the activities being planned.
1	4	1	Analyze campus data to address all areas of performance and track student growth on a consistent basis (BOY, MOY, EOY), completed through campus PLCs and staff meetings.
1	4	3	Plan with High Yield Strategies and Formative Assessments during lesson planning and delivery to ensure engaging rigorous lessons.
1	4	4	Provide Intervention at Tier 3 level by Reading, Math, and Bilingual interventionists to meet students most struggling. Provide intervention at Tier 2 by classroom teachers to ensure all needs are met.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Utilize pre and post assessment data to identify gaps in learning or the past instruction to better address the student's need in order to personalize learning.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Analyze campus data to address all areas of performance and track student growth on a consistent basis (BOY, MOY, EOY), completed through campus PLCs and staff meetings.
1	4	3	Plan with High Yield Strategies and Formative Assessments during lesson planning and delivery to ensure engaging rigorous lessons.
6	2	3	Utilize parent training opportunities to teach parents useful strategies to use at home with their children.

State Compensatory

Budget for J.A. Vitovsky Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6129 00 107 0 30 000	6129 Salaries or Wages for Support Personnel	$7,965.13
	6100 Subtotal:	**$7,965.13**

Personnel for J.A. Vitovsky Elementary School

Name	Position	Program	FTE
Foster, Jeanne	Teacher	First Grade Interventionist	.25
Hymer, Kimberly	Paraprofessional	At-Risk	.25
Martinez, Shelly	Paraprofessional	Content Mastery At-Risk	.25
Williams, Kristen	Paraprofessional	Content Mastery At-Risk	.25

Title I Personnel

Name	Position	Program	FTE
Cavender, Kim	Teacher	Math	1
Monreal, Marla	Teacher	Reading and Math	1
Rodriguez, Cristina	Paraprofessional	Math	1
Turner, Rachel	Teacher	Reading	1
Withrow, Cindy	Paraprofessional	Reading	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Hollye Walker	Principal
Administrator	Haywood Thomas	Assistant Principal
Classroom Teacher	Lynsey Peck	Teacher rep
Classroom Teacher	Yvette Garakani	1st grade rep
Classroom Teacher	Amanda Mehringer	2nd grade rep
Classroom Teacher	Shelbie Tucker	3rd grade rep
Classroom Teacher	Jennifer Williams	4th grade rep
Classroom Teacher	Sarah Williamson	5th grade rep
Non-classroom Professional	Rachel Turner	Title 1 Interventionist
District-level Professional	Becki Krsnak	Director of Elementary Education
Community Representative	Nikie Mulkey	Community in Schools
Committee Member	Lori Huff	Counselor
Community Representative	Demetrius McClendon	Community Rep
Parent	Arianne Vaughn	Parent
Parent	Christina Benedict	Parent
Business Representative	Lindsey Smith	Business Rep
Business Representative	Ryan Andersen	Business Rep
Committee Member	Maria Vasquez	Admin intern

Campus Funding Summary

Local Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Lead4ward Webinars		$519.00
1	3	3	Lead4ward Field Guides		$250.00
2	2	2	Drinks and Snacks		$1,000.00
				Sub-Total	$1,769.00

ESSA-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4	Interventionist Salaries		$250,988.00
6	2	3	Practical Parenting Subscription		$60.00
6	2	3	Ready Rosie		$2,000.00
				Sub-Total	$253,048.00

ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Stipend for Bilingual teachers		$36,000.00
2	1	2	Supplement for ESL teachers		$1,000.00
2	2	4	Mentor stipend		$1,000.00
				Sub-Total	$38,000.00

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Bullying Program		$2,200.00
				Sub-Total	$2,200.00
				Grand Total	$295,017.00

Addendums

Midlothian Independent School District

Longbranch Elementary School

Improvement Plan

2020-2021

LONGBRANCH ELEMENTARY

Lead · Love · Learn

Mission Statement

Lead with Love.

Learn with Passion.

Change Starts with Us.

Vision

Longbranch Elementary...Igniting the Spark to Change the World.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Longbranch Elementary serves Pre-K through 5th grade and PPCD. We continuoulsy strive to find new ways to meet the needs of all our students by providing various programs such as GT, RtI, DI, Rowdy Runners, Longbranch Choir, Honnnnnor Council, Lady Cats and Lead Cats. We use data from survey results from staff, parents, and community to help us improve our practices in order to better serve our students.

Total Student Enrollment 2020-21

546

Total Student Enrollment by Race/Ethnicity

Asian-0.2%

African American-5.3%

White-64.1%

Hispanic/Latino-18.3%

Two or More Race Categories-4.4%

Total Student Enrollment by Gender

Total Male-269

Total Female-277

Student Enrollment by Type

Economically Disadvantaged-14.8%

English Language Learners-1.47%

Special Education-12.7%

STAFF 2020-21

Total Number of Full Time Staff-58

Problem Statements Identifying Demographics Needs

Problem Statement 1: 3rd grade special education data from 2019 indicates lack of progress in the area of reading and math. Reading-Approaches-22, Meets-11, Masters 11; 3rd grade math-Approaches-56, Meets-44, Masters-22 **Root Cause:** At the time of data collection (2019), our sped teacher caseload required teachers to have multiple grade levels together and multiple subjects to teach. Solution: Staff has been added to split the caseload amongst teachers who are able to teach their strengths.We need to focus on student growth for all students.

Student Learning

Student Learning Summary

Due to Covid-19 and the cancellation of STAAR, our most current student achievement data is 2019.

2019 STAAR

5th Math: Approaches-97%, Meets-67%, Masters-45%

5th Reading: Approaches-96%, Meets-65%, Masters-32%

5th Science: Approaches-89%, Meets-69%, Masters-39%

4th Math: Approaches-89%, Meets-69% Masters-54%

4th Reading: Approaches-83%, Meets-55% Masters-26%

4th Writing: Approaches-84%, Meets-34%, Masters-11%

3rd Math: Approaches-94%, Meets 77%, Masters-43%

3rd Reading: Approaches-90%, Meets-65%, Masters-42%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We did not meet target for growth in several areas. **Root Cause:** At the time, more support was needed for RtI. We need to focus on growth for all students.

School Processes & Programs

School Processes & Programs Summary

Instructional:

TRS Curriculum and M*Powered

Supplemental resources such as Number Talks, Number Corner, Patterns of Power: Invitation to Notice, Empowering Writers, Guided Reading/Continum of Literacy Learning, various tech apps and programs

Assessments: CLI(PreK), Amplify (Kinder), DRA (1st-5th), iSip (1st-5th), Imagine Math (1st-5th) pre-post- Progress Indicators (K-5) are used to check mastery and inform need for intervention

Tier 1, 2, and 3 Response to Intervention (RtI) with progress monitoring, including informing parents

Teacher Goal Setting process through PLC and T-TESS

Student goal setting/self monitoring (T-TESS)

ESL, MTA, Inclusion, Resource, Speech, ECSE

Reading Academy year 1

Curricular:

GT, Destination Imagination, Math Pentathelon

Rowdy Runners, Lady Cats, Lead Cats, Student Council, Choir, Media Team, Wonder Workshops (PreK-2), Celebrate (3-5)

Red Ribbon Week, Career Week

Personnel:

Provide professional development and training as needed

Monthly staff meetings for communicating and for professional development

T-TESS growth model

Mentor for new teachers and lead teacher support

iCoach support

Humanex

Organizational:

Vertical Teams and grade level collaboration

Lead Teachers

Design Team

Safety and Security Teams

Technology trainings/iCoach support before, during and after school

iPlan Days

Flexible Furniture

Administrative:

Weekly Principal Meetings

AP Academy

T-PESS growth model for principal and AP

Principal Points

School Processes & Programs Strengths

Highly Qualified Staff

2nd-5th ELAR teachers have received Empowering Writing training

Restorative Practices

Learner Centered Innovation book study (shared at staff meetings)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percent of 3rd grade students that score meets or above on STAAR Reading will increase from 65%-70% from 2020-2024.
Root Cause: We have not had enough focus on phonics instruction. To address this, K-3 teachers will go through a reading academy and phonics will be incorporated into daily reading instruction.

Perceptions

Perceptions Summary

Longrbranch Mission-Lead with love. Learn with passion. Change Starts with us.

Longbranch Vision-Igniting the spark to change the world

We believe...

our community is a part of our family and we value and support each other like a family.

we celebrate the power of diversity by honoring indivudual unique strengths and talents.

in the unlimited potential of our students.

in the the strength of our community and that makes us Midlothian Strong.

in the importanace of building partnerships and trust with our students, staff, and all stakeholder, and we honor those relationships.

in excellence through purpose and that we are to cultivate each person's purpose and passion.

Communication:

Branch Bulletin, weekly

Weekly Parent E-mail

Twitter, Facebook, Remind

PTO Facebook and meetings

Family/Community Engagement:

Virtual Meet the Teacher with grade level expectations

Career presentations

Family/Community Nights

PTO/Volunteers

Campus Educational Improvement Committee (staff, parents, community)

Culture and Climate:

Friendly & helpful office staff

Restorative Practices

Weekly Character focus

Theme: Be Bold

Supportive staff

Mentor/Lead teachers

PTO grants

Active Volunteers

PAL Program

Wonder Workshops (K-2)

Celebrate (3-5)

Extra/Co Curricular activities

Perceptions Strengths

PTO/volunteers

Campus survey indicates we have a very positive culture, good safety/security measures, and good communication

Programs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a district we need better communicate that bullying and harassment will not be tolerated. We are putting a focus on "See it! Hear it! Stop it!" **Root Cause:** Lack of communication and understanding of how to report incidents of bullying/harassment. We are teaching students and staff through a district wide initiative with conversations, posters, business cards/magnets with QR code of how to report.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: 1. Teachers will plan collaboratively to design aligned lessons, use TEKS Resource System during iPlan days, collaboration with iCoach, campus professional development, and grade level PLC.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-91
Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 94
Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment
Math:
Maintain-
3rd-41
4th-55
5th-45
Reading:
3rd-Maintain-42
4th-Increase from 27 to 40
5th-Increase from 32 to 40

Staff Responsible for Monitoring: iPlan Day Attendance (Principal)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 2. Grade level PLC's will be utilized for grade levels, iCoach, and administrators to review questions: What do you want students to learn? How will you know they have learned it? What will you do if they have or have not?

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-91
Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 94
Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment
Math:
Maintain-
3rd-41
4th-55
5th-45
Reading:
3rd-Maintain-42
4th-Increase from 27 to 40
5th-Increase from 32 to 40

Staff Responsible for Monitoring: iCoach

PLC-Lead Teacher

Principals

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 3. Teachers will collaborate weekly with iCoach for lesson planning and design.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-91
Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 94
Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment
Math:
Maintain-
3rd-41
4th-55
5th-45
Reading:
3rd-Maintain-42
4th-Increase from 27 to 40
5th-Increase from 32 to 40

Staff Responsible for Monitoring: iCoach

Principal

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Pre and Post assessments - Teachers will use pre and post assessment data to design instruction for students with a focus on Tier 1 instruction and enrichment for students showing mastery at an early stage.

Strategy's Expected Result/Impact: target instruction for all students to grow.

Staff Responsible for Monitoring: Principals. Assessment data is in Eduphoria.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress

Accomplished Continue/Modify Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: K-2 students will participate in a variety of STEM activities (Wonder Workshops) throughout the year. 3-5 will pursue their passions on Fridays through Celebrate. Students will focus on Social studies content and passion projects (3rd-Community, 4th-Texas History, 5th-American History).

Strategy's Expected Result/Impact: 1. Students gain confidence and help increase their SEL as measured on Panorama. 3rd-5th will gain better and deeper understanding of Social Studies content.

Staff Responsible for Monitoring: Teachers, Mrs. Arnold (Counselor)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 2. Teachers will utilize available technology to enhance lesson design and increase student choice in product

Strategy's Expected Result/Impact: 2. Percentage of teachers scoring proficient or higher on M*Powered Instruction, Dimensions, and T-TESS for each domain
Increase from 88-90

Staff Responsible for Monitoring: 2. Evaluations/Walk-Throughs (Principals)
Logs (iCoach, TLL)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Encourage extra-curricular activities (Math Pentathlon, Choir, Rowdy Runners, Destination Imagination, Challenge Lab, Media Team, Lady Cats, Student Council). We are adding Lead Cats for 4th & 5th boys and Robotics.

Strategy's Expected Result/Impact: Number of students involved in extracurricular activities (athletics, fine arts, elementary clubs) grade as of snapshot
Increase by 10%
(from 111-122)

Staff Responsible for Monitoring: Teachers, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Implement Best Practices in ELAR and Math for All teacher K-5. Training for the new textbook adoption, Wonders. Math Fluency Kits training and materials for all K-5 teachers

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 91
Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-90
Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment
Math:
Maintain-
3rd-41
4th-55
5th-45
Reading:
3rd-Maintain-42
4th-Increase from 27 to 40
5th-Increase from 32 to 40

Staff Responsible for Monitoring: Attendance Rosters (Principal)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: iPlan Days, Campus Professional Development

Strategy's Expected Result/Impact: Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain
Planning
Instruction
Learning Environment
PPR
Increase from 88 to 90

Staff Responsible for Monitoring: Attendance Roster (Principal)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Strategy 1: Implement a common time across the campus for students to receive prescriptive interventions based on weak SE's to maximize student learning and close performance gaps.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 91
Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-90
Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment
Math:
Maintain-
3rd-41
4th-55
5th-45
Reading:
3rd-Maintain-42
4th-Increase from 27 to 40
5th-Increase from 32 to 40

Staff Responsible for Monitoring: SAT's SIP's (Principal)
Progress Monitoring Logs (Teachers)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: 2. RtI teacher collaborates with & supports teachers about RtI goals and progress monitoring.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 91
Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-90

Staff Responsible for Monitoring: Lesson Plans (Principal)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Kinder students will participate in stations and small groups weekly. The stations will consist of manipulatives, independent work, technology, and hands-on experiences.

Strategy's Expected Result/Impact: To maintain 94% on Math Progress indicator on tier 1 students in math.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselor will create a video to explain the Duke Tip Identification Program and benefits for parents.
Parent night to explain benefits for Duke Tip participation.

Strategy's Expected Result/Impact: Percentage of students 4th - 6th grade participating in Duke Talent Identification Program by taking the PSAT
Increase by 50%
(from 8 to 12)

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: Utilize research-based screening process (Humanex)
Attend job fair inside MISD and recruit outside MISD..

Strategy's Expected Result/Impact: 100 % of staff will be Highly Qualified.

Staff Responsible for Monitoring: Humanex screener (Principal)
Job Fair Attendance (Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: 1) New staff on campus will participate in the MISD Mentorship Program.

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey.
Staff Retention Rate
Maintain 96%

Staff Responsible for Monitoring: Mentor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: 2) Recognize staff (Pawsitives, birthdays, Christmas party, Sunshine morale boosters, PTO boxed lunches).

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey.
Staff Attendance
Staff Retention Rate
Maintain 96%

Staff Responsible for Monitoring: Principals PTO Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 3. Provide treats for staff each month (options: jean passes, grab and go treat trolley, recess coverage, Longbranch shirts & jeans on Wednesdays).

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey.
Staff Attendance
Staff Retention Rate
Maintain 96%

Staff Responsible for Monitoring: Principals, Mentor, Teachers, PTO

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: 1) Staff lead professional development opportunities for campus (SEL (Restorative Practices,) Best Practices in Learning, etc.) and district initiatives (ILL, Mentors, Lead4ward, Back to School PD, Staff Meeting-Learner Centered Innovation)

Strategy's Expected Result/Impact: Increased leadership capacity in staff.
30% of teachers will lead in professional development

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Encourage participation in district training, dyslexia teachers attend, Certified Academic Language Practitioner training (CALP). Prindle & Brown follow up from last year.

Strategy's Expected Result/Impact: Increased capacity in staff
100% Dyslexia teachers will participate in CALP.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Weekly Restorative Circles to build relationships with classmates. Counselor provides weekly character lessons including bullying topics.

Strategy's Expected Result/Impact: 0-3 substantiated reports of Bullying

Staff Responsible for Monitoring: Design Team, Lesson plans, Principal

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Guidance Lessons, School Counselor, Panorama, Weekly character videos, Kelsos Choices, more guidance lesson time, Riding the Waves, teaching more in all grade levels coping tools

Strategy's Expected Result/Impact: Percentage of time allocation for direct school counseling services.
Increase from 38%-48%

Staff Responsible for Monitoring: Counselor Log
Calendar Aim for Success lessons

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: 3. SEL, Shanna Malone, offers support for general ed students. Teacher sign up for student observations and provides feedback and strategies for behaviors.

Strategy's Expected Result/Impact: Less student behaviors moving to Tier 2-3 by a decrease of 3%.

Staff Responsible for Monitoring: Calendar sign up

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: The Campus Safety Team will create the campus crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the district safety and security team.

Strategy's Expected Result/Impact: Positive responses to safety and security survey questions
Maintain 87%

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Raptor and Access Control will be utilized for all visitors to campus.

Strategy's Expected Result/Impact: Positive responses to safety and security survey questions
Maintain 87%

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Safety Drill Review Video shared with students in Sept, Jan, & March

Strategy's Expected Result/Impact: Positive responses to safety and security survey questions
Maintain 87%

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: 3. Create a culture where students want to be at school (1:1, Wonder Workshops, Celebrate, STEM activities, RtI)

Strategy's Expected Result/Impact: Attendance Rates will increase from 96% to 97%.

Staff Responsible for Monitoring: Teacher, Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 3. Encourage extra-curricular activities (Math Pentathlon, Choir, Rowdy Runners, Destination Imagination, Challenge Lab, Media Team, Lady Cats, Student Council). We are adding Lead Cats for 4th & 5th boys and Robotics.

Strategy's Expected Result/Impact: Number of students involved in extracurricular activities (athletics, fine arts, elementary clubs) grade as of snapshot
Increase by 10%
(from 111-122)

Staff Responsible for Monitoring: Teachers, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Outdoor classroom-marker board, concrete for furniture.

Strategy's Expected Result/Impact: Increased ownership for the school.
Maintain 90% culture on parent survey.

Staff Responsible for Monitoring: Principal, PTO, Campus fundraiser

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop budget and align financial expenditures to campus goals.

Strategy's Expected Result/Impact: Number of Cross-function transfers
Maintain 0

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: 1) iPlan Days, Campus Professional Development

Strategy's Expected Result/Impact: Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain Planning Instruction
Learning Environment PPR
Increase from 88 to 90

CASE score in classroom domain as proficient or higher as measured by Bright Bytes.
Increase from 88% to 90% on Bright Bytes

Staff Responsible for Monitoring: iPlan Sign-Ins
TLL, ILL, MIT
Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a reduction in the number of help desk tickets.

Evaluation Data Sources: Number of help desk tickets

Summative Evaluation: None

Strategy 1: Provide structured, timely professional development for digital resources (1:1, iStation, Frontline, Class Link, StemScopes) for new teachers and Amplify kinder assessment.

Strategy's Expected Result/Impact: Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain Planning Instruction
Learning Environment
PPR
Increase from 88 to 90

CASE score in classroom domain as proficient or higher as measured by Bright Bytes.
Increase from 88% to 90% on Bright Bytes.

Staff Responsible for Monitoring: iCoach, ILL, TLL
Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop a plan to ensure appropriate network infrastructure for anticipated future needs that aligns with the 2016 Bond.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: 1) Utilize a variety of communication tools with staff (Friday calendar of events with campus SMORE, emails, calendar invites, shared calendar, Team Lead Meeting notes, grade level meetings, and faculty meetings). PreK-3 Seesaw and 4-5 Canvas digital platform.

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey.
Maintain 96% on Employee Survey.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: In partnering with PTO, LBE will host a variety of events to encourage parent participation. PTO Events Music Programs-virtual, Fitness night Book Fair, Celebrate-social studies showcase, and Math & Science Night, First Responders giveback.

Strategy's Expected Result/Impact: Increase volunteer hours by 10%.

Staff Responsible for Monitoring: Teachers, PTO, Principal, Raptor system & at home form to track hours.

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Develop partnerships with the community(Bridge Church, staff support, Longbranch Church,)

Strategy's Expected Result/Impact: Maintain 100% of community partnerships

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Host events with parent and community participation (Football Readers, PALS, Partners in PE, Reach Council, Manna House, Career Week)

Strategy's Expected Result/Impact: Volunteer Hours increase by 100%.
Maintain 100% of Community Partnerships.
Overall parent satisfaction as measure by district survey to increase by 3%.
Increase volunteer hours by 10%.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

State Compensatory

Budget for Longbranch Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 105 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,055.00
199 E 11 6129 00 105 0 24 000	6129 Salaries or Wages for Support Personnel	$8,386.95
	6100 Subtotal:	**$64,441.95**

Personnel for Longbranch Elementary School

Name	Position	Program	FTE
Mau, Mary	Teacher	First Grade Interventionist	.25
Peterman, Tiffany	Teacher	Interventionist	.90
Satterwhite, Kathleen	Paraprofessional	Content Mastery At-Risk	.25
Scott, Trisha	Paraprofessional	Longbranch Content Mastery At-Risk	.25

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Karena Blackwell	Principal
Administrator	Cari Nix	Assistant Principal
Classroom Teacher	Holly Guest	
Classroom Teacher	Andrea Burks	
Classroom Teacher	Donna Garcia	
Classroom Teacher	Dawn Berumen	
Classroom Teacher	Seth McKinney	
Classroom Teacher	Kelly Prindle	ESL/Dyslexia Teacher
Special Education Teacher	Andi Scott	Special Education Teacher
Non-classroom Professional	Jeanette Arnold	counselor
District-level Professional	Shorr Heathcote	Director of Human Resources
Parent	Whitney Williams	
Community Representative	Ruth Oneal	
Community Representative	Carla Wilson	
Business Representative	Lauren Bright	
Business Representative	Jessica Diaz	
Parent	Jessica Wiseman	
Parent	Lakeisha Jackson	

Campus Funding Summary

Addendums

Midlothian Independent School District

Midlothian High School

Improvement Plan

2020-2021

Mission Statement

Creating A Better Future...One Student At A Time

Vision

Everyone at MHS is:

Passionate about making a difference in the lives of students;

Committed to avoid negative talk, negative attitudes, and negative people;

Treated with dignity and respect

Core Beliefs

GO 2: Good is the enemy of Great. Midlothian High School strives to be Great. GO 2: Requires the entire MHS STAFF doing more than is required at every level of the organization. Our core business at MHS is to "Engage Every Student, Everyday".

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Academic Performance Report 2018-19 Campus Profile

Student Information	Count	Percent
Total Students	1825	100
Grade 9	502	27.5
Grade 10	515	28,2
Grade 11	470	25.8
Grade 12	338	18.5
Ethnic Distribution		
African American	170	9.3
Hispanic	411	22.5
White	1,146	62.8
American Indian	9	0.5
Asian	23	1.3
Pacific Islander	0	0
Two or More Races	66	3.6
Economically Disadvantaged	432	23.7
English Language Learners (ELL)	35	1.9
At-Risk	659	36.1
Special Education	181	9.9
Mobility Rate	185	9.9

Demographics Strengths

Low mobility rate

Low number of At- Risk students

Growing a diverse population

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have an increasing population of ELL students who are not performing up to expectations. **Root Cause:** Specific training for staff was not completed in anticipation of the demographic shift.

Student Learning

Student Learning Summary

2020 STAAR Performance Data

Subject	Approches	Meets	Masters
All	N/A	N/A	N/A
ELA/Reading	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A

Attendance Rate 96.1%

4-Four-Year Graduation Rate 90.5%

College, Career, and Military Ready Graduates 65.4%

% of Student scoring a 3 or higher on AP exams 52%

Student Learning Strengths

We had a 12% increase in students scoring a 3 or higher on AP exams. Our CCMR rate is 73.9% for SPED students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR performance in Math and ELA are not consistent with Science and Social Studies. **Root Cause:** Teacher training on how to collect data and create lessons that cover the TEKS students are most weak in has not been a priority.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, iPlan Days, iSupport Teams, 1:1 technology, Common Planning in content areas, Common lunch in departments

Personnel - Humanex, teacher mentors, new teacher orientation, curriculum and technology support

Principals: Administrative interns- certified administrators that can help current campus admin and provide additional support

iCoaches with specific background in content areas who are able to help increase the capacity in our core subject teachers for technology integration and improve intructional practices.

Curriculum Leaders- Teachers who are identified to lead core content areas in developing PLC protocols during common conference times.

ILL's (Instructional lead learners)- Specific staff who help organize district wide professional development.

AVID- Program designed to identify students who are college able, however, may not have the resources to navigate post secondary readiness on their own.

School Processes & Programs Strengths

Every group who represented MHS in UIL competition advanced to the postseason competition. This includes Fine Arts, Athletics, and Academics. Common conferences are now aligned to the iCoaches campus days. This has allowed for more collaboration among teachers and experts. We finished 9th in the State in the Lone Star Cup standings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: AVID is not a campus wide program and enrollment is lacking. **Root Cause:** MHS is the only campus with AVID. Lack of campus PD time to implement AVID strategies school wide.

Perceptions

Perceptions Summary

Will be updated once we complete the fall survey.

Perceptions Strengths

Will be updated once we complete the fall survey.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Revised/Approved: August 23, 2020

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: EOC tested areas will have a PLC designed to collect data and set targeted goals to increase achievement in Approaches, Meets, and Mastery level.

Strategy's Expected Result/Impact: The percentage of students at approaches, meets, and mastery will increase by 3%.

Staff Responsible for Monitoring: Dr. Spain and Stephanie Martinez
Content Area Lead Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

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Strategy 2: All teachers in Algebra I and English I/English II will be given a list of their ESL students and their prior testing data to create a personalized learning plan to close gaps in TEKS where they have previously been unsuccessful.

Strategy's Expected Result/Impact: Exceed the state targeted goal at Meets on the Math and ELAR EOC exams by 5% for the 2019-20 school year.

Staff Responsible for Monitoring: Dr. Spain
Andrea Gonzalez
Manny Medina
Algebra I lead teacher
English I lead teacher
English II lead teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3: T-TESS evaluators will meet each month to analyze walkthrough data specifically tied to the M*Powered domain and target areas of improvement. Campus PD will be designed to increase performance in the targeted areas.

Strategy's Expected Result/Impact: 100% of Teachers will score proficient or higher in the T-TESS M*Powered domains.

Staff Responsible for Monitoring: Manny Medina
Campus T-TESS evaluators

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: District iCoaches will meet once a week with each content area team to help design and implement rigorous lessons aligned to TRS.

Strategy's Expected Result/Impact: 100% of teachers will be proficient in both Domain I and Domain II of the T-TESS evaluation document.

Staff Responsible for Monitoring: Admin Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 2: Offer an ELL learning lab each day for students who qualify under the ELL umbrella to receive direct tutoring from a trained staff member.

Strategy's Expected Result/Impact: ELL students will increase performance on both MATH and ELAR EOC's in the Meets level by 5%. ELL students will increase overall passing rates in all courses by 5%.

Staff Responsible for Monitoring: Andrea Gonzalez

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Additional Targeted Support Strategy

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Strategy 3: Digital citizenship will be taught during advisory time designed by campus LMS.

Strategy's Expected Result/Impact: Increase our Brightbyte data in the student area of the 4 C's.

Staff Responsible for Monitoring: Julie Post

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: EOC tested subject area teachers will participate in one full day of data driven planning designed by district iCoaches each semester.

Strategy's Expected Result/Impact: Increase positive staff feedback in regards to professional development on district survey by 10%.

Staff Responsible for Monitoring: Stephanie Martinez, iCoaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Additional Targeted Support Strategy

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Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Strategy 1: EOC tested subject area teachers will participate in one full day of data driven planning designed by district iCoaches each semester.

Strategy's Expected Result/Impact: Increase performance at Mastery level by 5% in EOC tested subjects.

Staff Responsible for Monitoring: Admin
Lead Teachers
iCoaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Course selection process:

Counselors meet with students to provide basic information about courses and pathways available in MISD.

Hold an academic course fair, where we have breakout sessions to inform parents about the importance of taking courses that challenge our students in their areas of strength.

Counselors will then meet with each student individually to select courses that meet their needs and align to career goals.

Strategy's Expected Result/Impact: Increase student student enrollment in AP/PreAP/Dual Credit/CTE courses by 2%.

Increase parent participation in 4 year graduation plan by 10%.

Increase 4 year graduation rate by 2%.

Increase number of CTE certifications by 10%.

Staff Responsible for Monitoring: Stephanie Martinez

Title I Schoolwide Elements: 2.4, 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Celebrate students receiving College Board recognition through both AP and PSAT performance on the Panther Excellence wall.

Strategy's Expected Result/Impact: Increase percentage of students receiving a 3 or higher on AP exams by 5%.

Increase number of students receiving college board recognition for PSAT performance by 10%.

Increase number of students receiving college credit by 10% prior to graduation.

Staff Responsible for Monitoring: Stephanie Martinez

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Participation in College and Military Readiness Testing
SAT- Seniors
PSAT NMSQT- Juniors
TSI- Sophomores
PSAT 8/9- Freshman
ASVAB- All students who choose to participate

Strategy's Expected Result/Impact: Increase percentage of enrolled students meeting TSI requirements by 15%.

Increase value of scholarships earned by graduating seniors by 10%.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 4: Increase AVID enrollment by 50% over the next 3 years.

Strategy's Expected Result/Impact: Increase the number of enrolled students in advanced courses by 2%.

Staff Responsible for Monitoring: Natasha Newsome

Title I Schoolwide Elements: 2.5, 2.6, 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: Use the AP potential data from the PSAT to hold an advanced academics assembly for student who have shown the ability to be successful in AP courses, but are not currently enrolled.

Strategy's Expected Result/Impact: Increase number of enrolled students in advanced courses by 2%.

Staff Responsible for Monitoring: Stephanie Martinez, Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 6: Hold MCSA parent night to provide information on pathway to achieving an Associate's degree while in high school.

Strategy's Expected Result/Impact: Increase number of students graduating with an associate's degree.

Staff Responsible for Monitoring: Stephanie Martinez, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 7: Recognize students making a 5 on any AP exam by giving them a "Perfect 5" yard sign.

Strategy's Expected Result/Impact: Increase percentage of enrolled students who take the AP exam by 10%.

Increase percentage of students receiving a 3 or higher on AP exams by 5%.

Increase number of students receiving college credit by 10% prior to graduation.

Staff Responsible for Monitoring: Leigh Fields
Counselors
Admin
AP Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 8: Provide SAT and ACT bootcamps that provide students with a targeted learning plan to improve performance on both exams.

Strategy's Expected Result/Impact: Increase SAT performance by 20 points.

Increase ACT score by .5 points.

Staff Responsible for Monitoring: Stephanie Martinez

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 9: Counselors will meet with all students throughout the year during advisory and review the benefits of Naviance and provide tasks for them to complete each semester.

Strategy's Expected Result/Impact: Increase student participation in Naviance by 10%.

Staff Responsible for Monitoring: Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 10: Embed the use of Naviance in the level one CTE courses as well as AVID to provide students the opportunity to learn and understand the benefits of the program.

Strategy's Expected Result/Impact: Increase student participation in Naviance by 10%.

Staff Responsible for Monitoring: Kevin Reed, Natasha Newsome

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Increase State and Federal 4 year graduation rate by 2%.

Strategy 1: Counselors will meet with each student during the course selection process and denote any students who are at risk of not graduating. They will then monitor their progress and provide them with information about LEAP if they are still not on track to graduate in 4 years by the end of the 1st semester of their Junior year.

Strategy's Expected Result/Impact: Increase awareness for our at risk population of options to meet graduation requirements through our alternative school rather than dropping out or taking a GED course.

Staff Responsible for Monitoring: Stephanie Martinez

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: Use Humanex as a pre-screener to insure all potential candidates possess the educational philosophy that aligns with MISD.

Strategy's Expected Result/Impact: 100% of first year employees will receive an overall rating of proficient on their T-TESS evaluation.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: All teachers new to the profession will participate in the district mentoring program.

Strategy's Expected Result/Impact: Increase staff retention by 2%.

Staff Responsible for Monitoring: Admin
Lead Teachers
Mentor Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Utilize the Sunshine committee to celebrate special occasions as well as to support staff members who are experience difficult times.

Strategy's Expected Result/Impact: Increase overall employee satisfaction on end of year survey by 5%.

Increase staff attendance by 5%.

Staff Responsible for Monitoring: Natasha Newsome

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Provide the opportunity for teachers with their admin certification to sub for campus administrators when they are absent.

Strategy's Expected Result/Impact: Provide teachers who want to be campus administrators the opportunity to gain valuable leadership experience.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: 100% of students will attend the Aim for Success student assemblies.

Strategy's Expected Result/Impact: Help educate students of the dangers of drugs, alcohol, and social media (internet usage). Empower students to make better decisions by giving them a better understanding of the negative effects these things can have on their lives.

Reduce substantiated reports of bullying by 50%.

Staff Responsible for Monitoring: Meredith Canonico

Title I Schoolwide Elements: 2.4, 2.6, 3.2

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources: ESSA-Title IV $1,650

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Strategy 2: Student Random Drug Testing Program

Strategy's Expected Result/Impact: Decrease the number of students testing not negative for a banned substance by 10%.

Staff Responsible for Monitoring: Admin
All UIL Sponsors

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources: None

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Strategy 3: Counselors will track time spent specifically on the social emotional health of our students.

Strategy's Expected Result/Impact: Use data to create a goal to increase time providing direct school counseling.

Staff Responsible for Monitoring: Counselors

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 4: Use Restorative Practices to address conflict between students.

Strategy's Expected Result/Impact: Increase positive responses in regards to safety and security by 10%.

Reduce substantiated reports of bullying by 50%.

Staff Responsible for Monitoring: Admin
Advisory teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: Implement Social Emotional curriculum facilitated by counselors during student advisory time.

Strategy's Expected Result/Impact: Increase student feedback on district survey regarding safe secure learning environment.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Upgraded safety equipment which include:
Additional and upgraded security cameras
New Bell/PA system
Controlled Access throughout the building
New Safety signs on entry and exit

Strategy's Expected Result/Impact: Increase positive responses to campus safety and security by 10%.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Conduct regular safety drills that include the help of the entire campus safety team.

Strategy's Expected Result/Impact: Increase positive responses to campus safety and security by 10%.

Staff Responsible for Monitoring: Kevin Reed

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Analyze the campus discipline data each 6 weeks to ensure equity and set goals for increasing positive student behavior.

Strategy's Expected Result/Impact: Increase the positive responses to campus safety by staff, parents and students by 10%.

Staff Responsible for Monitoring: Kevin Reed

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Provide specific information to parents regarding state attendance accounting procedures to help educate them on how to avoid unnecessary student absences.

Strategy's Expected Result/Impact: Maintain student ADA of 96%.

Staff Responsible for Monitoring: Kevin Reed

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Recognize students who receive State and National Recognition on extra and co-curricular activities on the Panther Excellence wall.

Strategy's Expected Result/Impact: Increase participation in extra and co-curricular activities by 2%.

Staff Responsible for Monitoring: Manny Medina

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Reduce cross function transfers by 25%.

Strategy's Expected Result/Impact: Help increase financial rating.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Provide staff with the opportunity to work with the iCoaches and ILL's during conference and advisory time. Encourage the use of new instructional methods that previously were not possible without the current available technology.

Strategy's Expected Result/Impact: Increase positive feedback on Brightbytes survey in regards to technology integration by 10%.

Staff Responsible for Monitoring: Admin
iCoaches
ILL

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: Digital citizenship will be taught during advisory time designed by campus LMS.

Strategy's Expected Result/Impact: By increasing student knowledge of proper use of technology we have a goal to decrease student help desk tickets by 10%.

Staff Responsible for Monitoring: Julie Post

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Hire a full time tech assistant to make the process of filling staff and student work orders go much more quickly and efficiently.

Strategy's Expected Result/Impact: By having additional help we hope to decrease by staff and student help desk tickets by 10%. Will more face to face help teachers and students will be able to gain better technology skills.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Staff recognition through the use of the cultural tenets.

Strategy's Expected Result/Impact: Increase staff positive responses to campus culture on end of year survey by 10%.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Send out a weekly Panther Newsletter with a segment that highlights a staff member each week.

Strategy's Expected Result/Impact: Increase positive staff responses on end of year campus survey in regards to communication by 10%.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Implement a weekly campus newsletter.

Strategy's Expected Result/Impact: Increase parent satisfaction on end of year survey in regards to communication and overall satisfaction by 10%

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Increase campus social media posts.

Strategy's Expected Result/Impact: Increase parent satisfaction on end of year survey in regards to communication and overall satisfaction by 10%.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Utilize Mentor's Care as a resource for finding community members who have the ability to positively impact at risk students on our campus.

Strategy's Expected Result/Impact: Increase campus partnerships by 10%.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Host at least 4 charity events during the school year.
Toys for Tots
Peanut Butter Jelly Drive
PAW Week
Blood Drive

Strategy's Expected Result/Impact: Increase volunteer hours by 5%.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Re-organize the Project Graduation committee to take on a campus wide role that benefits students of all grade levels as well as staff.

Strategy's Expected Result/Impact: Increase parent involvement in project graduation by 10%.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	District iCoaches will meet once a week with each content area team to help design and implement rigorous lessons aligned to TRS.
1	4	1	EOC tested subject area teachers will participate in one full day of data driven planning designed by district iCoaches each semester.
1	5	3	Participation in College and Military Readiness Testing SAT- Seniors PSAT NMSQT- Juniors TSI- Sophomores PSAT 8/9- Freshman ASVAB- All students who choose to participate
3	1	3	Counselors will track time spent specifically on the social emotional health of our students.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Offer an ELL learning lab each day for students who qualify under the ELL umbrella to receive direct tutoring from a trained staff member.
1	3	1	EOC tested subject area teachers will participate in one full day of data driven planning designed by district iCoaches each semester.
3	1	3	Counselors will track time spent specifically on the social emotional health of our students.

State Compensatory

Budget for Midlothian High School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,270.70
199 E 11 6129 00 001 0 24 000	6129 Salaries or Wages for Support Personnel	$4,586.18
	6100 Subtotal:	**$60,856.88**

Personnel for Midlothian High School

Name	Position	Program	FTE
Robbins, Christopher	Teacher	Accelerated Algebra/Geometry	.34
Rodriguez, Tammy	Paraprofessional	Content Mastery At-Risk	.25
Wright, Amy	Teacher	Accelerated Algebra	.66

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carolyn Spain	Principal
Administrator	Stephanie Martinez	Associate Principal
Parent	Linda Rink	Parent
Classroom Teacher	Austin Guest	Classroom Teacher
Classroom Teacher	Betheny Dowd	Classroom Teacher
Classroom Teacher	Amy Wright	Classroom Teacher
Classroom Teacher	Jennifer Ferranti	Classroom Teacher
Classroom Teacher	Sherry Almand	Classroom Teacher
Classroom Teacher	Larry Doran	Classroom Teacher
Non-classroom Professional	Ashley Bergeron	Counselor
Business Representative	Brad Golden	Business Rep
Parent	Dantia Tate	Parent
Business Representative	Chris Tate	Business Rep
Community Representative	Heath Hall	Community Rep
Community Representative	Jennifer Hall	Community Rep
Classroom Teacher	Lori Worley	Classroom Teacher
Classroom Teacher	Kristen Fondren	Classroom Teacher
Administrator	Aaron Williams	District Admin Rep

Campus Funding Summary

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$1,650.00
				Sub-Total	$1,650.00
				Grand Total	$1,650.00

Addendums

Midlothian Independent School District

LaRue Miller Elementary School

Improvement Plan

2020-2021

Mission Statement

The mission of Midlothian ISD and LaRue Miller Elementary is to educate students by empowering them to maximize their potential.

Vision

At LaRue Miller Elementary, we ***#cando and #willdo our personal best to inspire excellence and change the world!***

Core Beliefs

We believe a safe, engaging, rigorous, and diverse learning environment provides the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences promoting student success.

We believe effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

696 students (Boys = 54%, Girls = 46%)

White = 70%, Hispanic = 15%, AA = 7%, Asian = 1%, American Indian or Alaskan Native = <1%, 2 or More Races = 6%

Economically Disadvantaged: 16%

Mobility: Temporary Residency = 62, Lease = 21

At-Risk: 87 (12.5%)

Demographics Strengths

LME's diversity is growing which provides new perspectives and opportunities.

Student Learning

Student Learning Summary

STAAR scores indicate improvements in 3rd and 5th grade math scores, 3rd grade overall reading scores, and 4th grade meets and masters levels.

Student Learning Strengths

Top 25% Comparative Academic Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our relative performance score was a 59 (F) - Eco Dis Compared to Similar Schools.

Problem Statement 2: 73% of our 4th grade learners earned "approaches grade level" for STAAR Writing.

School Processes & Programs

School Processes & Programs Summary

MISD has provided teachers with a curriculum that is guaranteed and viable. This curriculum is designed for autonomy between campuses to create cohesiveness within our classrooms and to ensure that students are being taught the TEKS to the rigor and specificity of each standard. Our curriculum, the TEKS Resources System, provides the alignments of TEKS and ELPS. During Professional Development Days, teachers meet together to work through their instructional focus document and align their lessons to the standards. PLC groups collaborate to ensure TEKS are aligned vertically and horizontally between grade levels.

Student Expectations for Problem Solving and Real World Problems:

- We arGenius Hour
- Destination Imagination
- Math Pentathlon
- Service Learning Projects
- Kindness and Compassion Club
- Student Council
- All-City Choir
- Spring Choir
- Miller Bells

Teachers utilize "Quick Checks" to check for mastery of the TEKS. Teachers analyze data to implement instructional strategies to target student strengths and weaknesses. On a campus level we use Grade Level Data sheets to track patterns and trends within each unit. Grade levels collaborate quarterly to discuss student data and create an action plan to address areas of concern. Teachers create Student Learning Objectives to monitor and increase student performance.

Differentiation is provided to students through:

- Gifted and Talented
- Challenge Labs
- Tiered Interventions
- Learning Lab
- SOS Day
- PAL Program
- Inclusion
- Dyslexia

- ESL
- iStation
- BluePrint / Imagine Math

Character Education:

- Restorative Practices
- Shared Book Study, Kinder - 5th Grade (Inch and Miles, The Journey to Success)
- Shared Book Studes, Kinder - 5th Grade (Picture Books once a month that highlight leadership characteristics)
- Character Class with Counselor
- Positive Office Referrals

Professional Devlopment opportunites are provided through:

- District / Campus
- Region 10
- Teacher Need

Other Resources:

- High School Partnerships (PALS, Football Readers, Partners in PE)
- POPs
- Campus activities
    - Genius Hour
    - Miller Rallies
    - Author visits
    - PTO events
    - Music programs
    - Fine Art Show

School Processes & Programs Strengths

All learners have an opportunity to achieve their fullest potential in and out of class. While mastery of the TEKS is essential, it is the base-line for success not the end-goal. Learners at LME have multiple areas to explore their passions through extracurricular programs.

Perceptions

Perceptions Summary

At Miller Elementary, we strive to have a #cando, #will do attitude as we work to become our personal best.

- We treat children fairly. We do not yell. We show grace and give kids another chance (every time). We do not give up on kids.
- We teach the TEKS. All activities are intentionally aligned to the specificity and rigor the TEKS to ensure our learners have every opportunity to master grade level content.
- We are present and positive. We show up on time, and when we are on campus, we are focused on what is most important, the people around us. Positivity breeds positivity.

YouthTruth Survey 2019

On an **absolute** basis, Miller staff members provided the highest ratings on **Relationships** and **Engagement**, while the lowest rated topics were **Professional Development and Support** and **Culture**.

On an **absolute** basis, Miller family members provided the highest ratings on **Relationships** and **Culture**, while the lowest rated topics were **School Safety** and **Communication and Feedback**.

On an **absolute** basis, Miller students provided the highest ratings on **Engagement** and **Relationships**, while the lowest rated topics were **Culture** and **Academic Rigor**.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

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
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent 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

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Create aligned strategies, vocabulary, and activities for reading, writing, math, and science in grades K-5 through vertical monthly PLCs.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (77% to 80% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)--will add BOY math data when available

Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.
Reading (3 - 5 Masters)--2019 data
34, 31, 31 to 35
Math (3-5 Masters)
30, 39, 54 to 33, 42, 54
Writing (4 Masters)
12 to 15
Science (5 Masters)
29 to 32

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Staff Responsible for Monitoring: Canvas (Resources, Discussion Posts, and Reflections)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Strategy 2: Teachers will plan collaboratively to design aligned lessons during iPlan days and campus professional development.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (77% to 80% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)--will add BOY math data when available

Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.
Reading (3 - 5 Masters)--2019 data
34, 31, 31 to 35
Math (3-5 Masters)
30, 39, 54 to 33, 42, 54
Writing (4 Masters)
12 to 15
Science (5 Masters)
29 to 32

Staff Responsible for Monitoring: iPlan Day Attendance (Principals)
Grade Level Meetings
Logs (MIT)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Teachers will develop targeted instruction based on pre-assessment data and will use iCoaches and/or grade level collaboration.

Strategy's Expected Result/Impact: 70% of students will show growth on post progress indictors as evidenced by quarterly AWARE reports.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: Teachers will utilize available technology to enhance lesson design and increase student choice in product.

Strategy's Expected Result/Impact: At least 25 percent of teachers will score accomplished or higher on M*Powered Instruction and planning Dimensions, (currently 17%)

Increase BrightByte scores on Classroom Overall.
1047 (2019) to 1060

Staff Responsible for Monitoring: Evaluations / Walk-Throughs (Principals)
Logs (MIT, TLL)
Workshop Wednesday Agendas (Principals / Teachers)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Students in grades 3-5 will participate in performance assessments for math.

Strategy's Expected Result/Impact: Brightbyte data of student use of the 4 C's will increase from 1067 (2019 data) to 1100.

Staff Responsible for Monitoring: Teachers and iCoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: 1) Activities will be calibrated against the specificity of the TEKS at least once a semester for each grade for both ELAR and Math.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (74% to 77% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)

Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.
Reading (3 - 5 Masters)
34, 31, 31 to 35
Math (3-5 Masters)
30, 39, 54 to 33, 42, 54
Writing (4 Masters)
12 to 15
Science (5 Masters)
29 to 32

Staff Responsible for Monitoring: Calibration Sheets
(Principals / Teachers)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: 2) Teachers will plan collaboratively to design aligned lessons during iPlan days and campus professional development.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (74% to 77% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)

Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.
Reading (3 - 5 Masters)
34, 31, 31 to 35
Math (3-5 Masters)
30, 39, 54 to 33, 42, 54
Writing (4 Masters)
12 to 15
Science (5 Masters)
29 to 32

Staff Responsible for Monitoring: iPlan Day Attendance (Principals)
Agendas (Principals / Team Lead)
Logs (MIT)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Partner with Region 10 Cooperative for Additional Professional Development Needs.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (74% to 77% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)

Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.
Reading (3 - 5 Masters)
34, 31, 31 to 35
Math (3-5 Masters)
30, 39, 54 to 33, 42, 54
Writing (4 Masters)
12 to 15
Science (5 Masters)
29 to 32

Staff Responsible for Monitoring: Region 10 Registration Rosters

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
ESSA-Title II-TPRT $1,454

ESF Levers: None

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Strategy 4: Teachers will participate in relevant professional development throughout the school year.

Strategy's Expected Result/Impact: YouthTruth Survey data will increase from 72% satisfaction in professional development to 75%.

Staff Responsible for Monitoring: Rosters / Sign In Sheets / Eduphoria Workshop

YouthTruth Survey

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: Implement a common time across the campus for students to receive prescriptive interventions based on weak SEs to maximize student learning and close performance gaps.

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (74% to 77% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)

Staff Responsible for Monitoring: SATs (Principals)
Walk-Throughs / Evaluations (Principals)
Progress Monitoring Logs (Teachers)
Master Schedule

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
Supplements for ESL K-12 ESSA-Title II-TPRT $500
Funds for Homeless Students ESSA-Title I $125
ELL Training through Region 10 ESSA-Title III-Second Language Acquisition $550

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Strategy 2: Utilize Lead4Ward High Yield Strategy Playlists

Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (74% to 77% Tier 1 - iStation)

Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)

Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.
Reading (3 - 5 Masters)
34, 31, 31 to 35
Math (3-5 Masters)
30, 39, 54 to 33, 42, 54
Writing (4 Masters)
12 to 15
Science (5 Masters)
29 to 32

Staff Responsible for Monitoring: Vertical PLCs - Canvas Discussion Posts
(Principals / Teachers)
Walk-Throughs / Evaluations (Principals)

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselor will send Duke Tip letters home and invite parents to district level informational meeting.

Strategy's Expected Result/Impact: Number of students (grade 4-5) invited to Duke Talent Identification Program. (68 to 72)

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Aligned lessons and activities, exemplar lessons, vertical alignment on low SEs.

Strategy's Expected Result/Impact: Increase number of students qualifying for advanced academics by 3%.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: Utilize research-based screening process (Humanex)

Strategy's Expected Result/Impact: Hire high-quality candidates by using Humanex 100% of the time.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Nov	June
Feb	
June	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: New staff on campus will participate in the MISD Mentorship Program.

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by Staff survey will increase by 3%.

Culture: 76% to 78%
Engagement: 83% to 85%
Relationship 85% to 87%
PD and Support: 76%-78%

Maintain 89% Staff Retention Rate or better.

Staff Responsible for Monitoring: Mentor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
Mentors for new teachers ESSA-Title II-TPRT $1,000

Formative	Summative
Nov Feb June	June

Strategy 2: Recognize staff (Positive Office Referrals, "I See You" notes, birthdays, attendance, etc.)
PTO luncheons and cart days
Interviews for News
Team Design Time
Hallway Happy Hours
Teacher Shout-Outs on Video Announcements
What would you rather with With Wendel Wednesdays.

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey will increase by 3%.

Staff Attendance to decrease to 5%

Maintain 89% Staff Retention Rate or better.

Staff Responsible for Monitoring: Principals
PTO
Librarian
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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June	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Staff lead professional development opportunities for campus and district initiatives.

(PLCs - Teacher Leadership, Team Leads, MALA Participant, ILL, Mentor, etc.)

Strategy's Expected Result/Impact: Survey feedback with 80% satisfaction of all participants in leadership opportunities.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

Strategy 1: Increase direct school counseling services.

Strategy's Expected Result/Impact: Percentage of time allocation for direct school counseling services increase from 15%-25%.

Staff Responsible for Monitoring: Counselor Log

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
Training for Counselors ESSA-Title IV $1,000

ESF Levers: None

Formative
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Strategy 2: Utilize our SEL Specialist for additional training and resources.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: SEL Log

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
ESSA-Title IV $609

ESF Levers: None

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Strategy 3: Implement bullying prevention assemblies through Aim for Success.

Strategy's Expected Result/Impact: Reduced bullying investigations.
Increase safety ratings on student survey:
Do you feel safe at school? An increase from 2.67 to 3.0.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
Aim for Success ESSA-Title IV $2,200

ESF Levers: None

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Strategy 4: Cultural Proficiency training will occur on a regular schedule with 100% staff attendance rate.

Strategy's Expected Result/Impact: Increased knowledge on cultural proficiency and development of strategies to implement.
100% of staff will participate in cultural proficiency.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: The Campus Safety Team will create the campus crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the district safety and security team.

Strategy's Expected Result/Impact: All students and staff will be trained and prepared in case of an emergency.

Positive response to safety and security survey questions to increase from 73% to 77%.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 2: Raptor will be utilized for all visitors to campus.

Strategy's Expected Result/Impact: 100% positive response to safety and security survey questions.

Staff Responsible for Monitoring: Office Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Nov
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June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: We will target students and their families who have high chronic absences and develop a plan for these students.

Strategy's Expected Result/Impact: Attendance Rates will increase from 96.86% to 97%.

Staff Responsible for Monitoring: Principals
PEIMS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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Strategy 2: Attendance Awareness Notifications (attendance.org) for parents

Strategy's Expected Result/Impact: Attendance Rates will increase from 96.86% to 97%.

Staff Responsible for Monitoring: Principals
PEIMS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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Strategy 3: Treats and shout outs for class with highest attendance rate for the 9 weeks.

Strategy's Expected Result/Impact: Attendance rates will increase from 96.86% to 97%.

Staff Responsible for Monitoring: PEIMS

Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Conduct staff and student surveys to assess satisfaction of our current facility and areas of needed improvement. This feedback will include the facility and the use of flexible learning spaces.

Strategy's Expected Result/Impact: As needed, surveys will be sent to staff for facility improvements. Then staff committee will complete actions based on feedback. Evidence will be from action plan.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop budget and align financial expenditures to campus goals.

Strategy's Expected Result/Impact: Number of cross-function transfers
From 2 to 0

Staff Responsible for Monitoring: Principal
Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: iPlan Days, Campus Professional Development, Vertical PLCs

Strategy's Expected Result/Impact: Percentage of teachers scoring accomplished or higher will increase from 7% to 12%.

CASE score in classroom will increase from 1047 to 1060.

Staff Responsible for Monitoring: iPlan Sign-Ins
MIT
Principals
Canvas Modules

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
Region 10 co-op. Professional Development ESSA-Title II-TPRT
$1,454

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: Provide structured, timely professional development for digital resources (1:1, TX-KEA, Imagine Math / BluePrint, Wonders, Education Galaxy, iStation, Frontline, Hello ID, StemScopes)

Strategy's Expected Result/Impact: Percentage of teachers scoring accomplished or higher will increase from 7% to 12%.

CASE score in classroom will increase from 1047 to 1060.

Staff Responsible for Monitoring: MIT
Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Create a Vertical Tech PLC to strategically implement new tech ideas into the classroom to enhance instruction, and analyze BrightByte data as well as develop strategies to implement to facilitate teachers moving left on the T-TESS rubric for M*Powered dimensions.

Strategy's Expected Result/Impact: Percentage of teachers scoring accomplished or higher will increase from 7% to 12%.

CASE score in classroom will increase from 1047 to 1060.

Staff Responsible for Monitoring: MIT
Principals
Teachers
CANVAS discussion and reflection posts.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Strategy 1: Coordinate with district technology department to ensure compliance with district plan.

Strategy's Expected Result/Impact: Continued appropriate network infrastructure

Staff Responsible for Monitoring: Principals
Technology Director

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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No Progress

Accomplished

Continue/Modify

Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Utilize a variety of communication tools with staff (Remind, Staff Miller Minute, emails, calendar invites, shared calendar, Team Lead Meeting notes, grade level meetings, and faculty meetings).

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey.
Culture - 4.02 to 4.15

Staff Responsible for Monitoring: Principals
Team Leads

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Vertical PLCs, Staff Meetings, and Team Building

Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey.
Engagement from 83% to 86%

Staff Responsible for Monitoring: Principals
Team Leads

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Utilize a variety of communication tools with parents (Remind, Miller Minute, emails, shared calendar, event schedule, PTO notifications).

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey.
From 75% to 78%

Staff Responsible for Monitoring: Principals
PTO

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Teachers will create weekly newsletter email blast with curriculum snapshot for the following week.

Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey.

Regular Feedback - 71% to 75%
What to Learn - 76% to 80%
Clear Communication - 79% to 82%

Staff Responsible for Monitoring: Team Leads

Principals

YouthTruth Survey

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Career Day speakers (virtually).
Partner with local churches to provide support for staff and students.
Virtual field trips with local community leaders / businesses.

Strategy's Expected Result/Impact: Community Partnerships - From 18 to 20.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Host events with parent and community participation (mystery readers, fire awareness month, Football Readers, PALS, Partners in PE, Reach Council, Manna House, Police Department, Fire Department, Career Week)

Strategy's Expected Result/Impact: Community Partnerships
Overall parent satisfaction as measure by district survey.
Increase engagement from 77% to 80%.
Increase culture score from 87% to 90%.

Staff Responsible for Monitoring: Principals
Counselor

YouthTruth

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
Nov	June
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No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for LaRue Miller Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6129 00 108 0 24 000	6129 Salaries or Wages for Support Personnel	$11,146.37
	6100 Subtotal:	**$11,146.37**

Personnel for LaRue Miller Elementary School

Name	Position	Program	FTE
Roberts, Kristina	Paraprofessional	Content Mastery At-Risk	.25
Scott, Donna	Paraprofessional	Content Mastery At-Risk	.25
Tulley, Elaine	Teacher	First Grade Interventionist	.25
Waites, Stella Jeanine	Teacher	Interventionist	.90

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Kara Wendel	Assistant Principal
Administrator	Shannon West	Principal
Classroom Teacher	Sherrie Gunter	Teacher
Classroom Teacher	Scott Fiorenza	Teacher
Parent	Shelley Sims	Parent
District-level Professional	Jim Norris	District Rep
Business Representative	Eric Richter	Business Rep
Community Representative	Stacey Rosales	Community Rep
Classroom Teacher	Jennifer Meinzer	Teacher
Classroom Teacher	Laura Bass	Teacher
Classroom Teacher	Kathryn Sandlin	Teacher
Classroom Teacher	Hank Pendley	Teacher
Classroom Teacher	Beverly Simmons	Teacher
Parent	Jessica Arriaga	Parent
Business Representative	Joelle Carrocci	Business Representative
Community Representative	Laura Satterfield	Community Rep

Campus Funding Summary

ESSA-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Funds for Homeless Students		$125.00
				Sub-Total	$125.00

ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$1,454.00
1	4	1	Supplements for ESL K-12		$500.00
2	2	1	Mentors for new teachers		$1,000.00
5	1	1	Region 10 co-op. Professional Development		$1,454.00
				Sub-Total	$4,408.00

ESSA-Title III-Second Language Acquisition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	ELL Training through Region 10		$550.00
				Sub-Total	$550.00

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Training for Counselors		$1,000.00
3	1	2			$609.00
3	1	3	Aim for Success		$2,200.00
				Sub-Total	$3,809.00
				Grand Total	$8,892.00

Addendums

Midlothian Independent School District

Mt. Peak Elementary School

Campus Improvement Plan

2020-2021

Mission Statement

The Mt. Peak Family will make a positive difference in the lives we touch by putting children first and challenging everyone to reach their full potential.

Vision

.

Relationships+Communication=Success

Motto

Family of Excellence

Core Beliefs

As a Mt. Peak Family...

We believe learning is nurtured through building relationships.

We believe effective communication is the key to success.

We believe in creating and maintaining a safe, loving environment by treating everyone with respect.

We believe educators are purposeful designers of engaging, learning experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mt Peak is a campus of 733 students from PPCD-5th grade with approximately 19% economically disadvantaged.

Hispanic-Latino 15.8%

American Indian - Alaskan Native

0.1%

Asian 1%

Black - African American 6.8%

White 70.1%

Two or More races 6.1%

Demographics Strengths

19% economically disadvantaged

85% of economically disadvantaged students passed 4th grade reading and math.

94% of economically disadvantaged students passed 5th grade math.

100% of Hispanic students passed 3rd and 4th grade math. 93% met master's level in 4th math and 71% achieved master's level.

93% of Hispanic students passed 4th grade writing STAAR and 57% met standards.

100% of Hispanic students passed 4th grade reading and math.

97% of white students passed 5th grade math.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 22% of our African American students scored Meets on the 3rd grade 18-29 STAAR Reading assessment compared to our overall student population of 40% of students scoring at the Meets level. **Root Cause:** More attention in intervention time and Tier 1 instruction should be focused on this sub group.

Problem Statement 2: 43% of our Economically disadvantaged students scored at the Meets level on the 5th grade Reading STAAR. 66% of our entire student population scored Meets. **Root Cause:** Tier 1 instruction needs to be rigorous and engaging to ensure high quality learning.

Problem Statement 3: Only 33% of our economically disadvantaged students met the Meets standard on the 5th grade Science STAAR test. **Root Cause:** Tier 1 instruction needs to be rigorous and engaging to ensure high quality learning.

Student Learning

Student Learning Summary

3rd grade reading- 81% Approaches, 39% Meets, and 29% Masters

3rd grade math- 85% Approaches, 51% Meets, and 24% Masters

4th grade reading- 91% Approaches, 60% Meets, and 29% Masters

4th grade math- 92% Approaches, 72% Meets, and 51% Masters

4th grade writing- 86% Approaches, 53% Meets and 12% Masters

5th grade reading- 93% Approaches, 62% Meets and 37% Masters

5th grade math- 97% Approaches, 64% Meets, and 42% Masters

5th grade science- 73% Approaches, 41% Meets and 17% Masters

Student Learning Strengths

4th grade reading- 91% Approaches, 60% Meets, and 29% Masters

4th grade math- 92% Approaches, 72% Meets, and 51% Masters

5th grade reading- 93% Approaches, 62% Meets and 37% Masters

5th grade math- 97% Approaches, 64% Meets, and 42% Masters

Mt Peak performed higher than the state, region and district STAAR passing rates in 3rd-5th reading, 3rd-5th math, and 4th grade writing.

Three teams competed at Destination Imagination, 2 went to state and 1 went to Globals.

87% of 4th grade students performed at the Tier 1 Level on Istation.

Math Pentathlon

Service Learning projects through Genius Hour

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 40% of our students scored Meets on the 3rd grade 18-29 STAAR Reading assessment compared to the state average of 45%. @0% scored at the Master's level - state had 27%. We should be scoring above the state. **Root Cause:** Tier 1 instruction needs to be rigorous to allow students to transfer knowledge through process standards.

Problem Statement 2: Only 14% of our 4th grade students achieved master's level the writing portion of the STAAR test. **Root Cause:** Tier 1 instruction needs to be rigorous to allow students to transfer knowledge through process standards.

School Processes & Programs

School Processes & Programs Summary

Mt Peak offers a guaranteed and viable curriculum using TRS as our guide. We are continuing with our 1:1 iPad initiative and using technology for meaningful, purposeful lessons. Teachers meet as grade levels and across the district during iPlan days as well as AMP (Art, Music, PE) time every two weeks. Highly qualified teachers are hired and retained largely due to Humanex and rigorous interview process. First year teachers receive a buddy and have a mentor on campus to aide them in their first year as a teacher. Mt Peak has a MIT person on our campus 3 days a week to enhance lesson planning and design. Our campus has a technology lead learner and an instructional lead learner as another support.

School Processes & Programs Strengths

Math Pentathlon

Destination Imagination

All City Choir

Spring Choir

Parent Nights

Parent University

Safety Patrol

Kindness Crew

MIT

Technology Lead Learners and Instructional Lead Learners

Flexible learning spaces

Math/Science night

ELAR night

PTO fall carnival

PTO volunteers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Vertical alignment of curriculum across our campus. **Root Cause:** Monthly vertical alignment teams to align our curriculum vertically.

Perceptions

Perceptions Summary

At Mt Peak Elementary we work towards the district mission of Inspiring Excellence. We also align our daily work to the cultural tenets and our beliefs. At Mt Peak we are family and are MISD Proud. Safety is a priority with our staff and our students. Each student is an individaul and we work together to personalize student learning.

Perceptions Strengths

Restorative Practices

PLC's focused around campus culture and cultural tenets

Better Than Carrots and Sticks book study

Empower book study

Staffle shout outs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Work on educating ourselves and students on social/emotional well being. **Root Cause:** Understand the why behind the behavior and address issues at the social/emotional level.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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 Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Student activities will be calibrated before instruction to ensure content, complexity, and cognition are aligned with the TEKS. Activities will also be calibrated with the district Learner Experience.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 85% Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 93% Percentage of students achieving meets and masters level on STAAR Meets 3rd grade math (18-19 52%) Goal: 20-21 55% 3rd grade reading (18-19 40%) Goal: 20-21 50% 4th grade math (18-19 74%) Goal: 20-21 77% 4th grade reading (18-19 62%) Goal: 20-21 65% 4th grade writing (18-19 56%) Goal: 20-21 59% 5th grade math (18-19 66%) Goal: 20-21 69% 5th grade reading (18-19 66%) Goal: 20-21 69% 5th grade science (18-19 43%) Goal 20-21 50% Masters 3rd grade math (18-19 24%) Goal: 20-21 30% 3rd grade reading (18-19 29%) Goal: 20-21 35% 4th grade math (18-19 51%) Goal: 20-21 53% 4th grade reading (18-19 29%) Goal: 20-21 35% 4th grade writing (18-19 12%) Goal: 20-21 18% 5th grade math (18-19 42%) Goal: 20-21 45% 5th grade reading (18-19 37%) Goal: 20-21 40% 5th grade science (18-19 17%) Goal 20-21 20% **Staff Responsible for Monitoring:** PLC meetings (Principal/AP/ICoach) Istation/Imagine Math (Principal/AP/ICoach) Amplify (Principal/AP/ICoach/) Circle(Principal/AP/ICoach) **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
Strategy 2: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings.	Nov	Feb	June	June
Strategy's Expected Result/Impact: 70% of student will show growth/progress on pre and post progress indicators **Staff Responsible for Monitoring:** iPlan attendance (Principal/AP) PLC time (Principal/AP/Lead teachers) Lesson Plans (Lead teachers/Prinipal/ICoach) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
Strategy 3: Teachers will explicitly teach phonics and spelling instruction to build reading fluency and decoding strategies.	Nov	Feb	June	June
Strategy's Expected Result/Impact: Istation spelling data 3rd gr 19-20 59%. Goal 20-21 62% 2nd gr 19-20 50%. Goal 20-21. 53% 1st gr 19-20. 54%. Goal 20-21. 57% **Staff Responsible for Monitoring:** Istation (Principal/AP/ICoach) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Specials teachers will explicitly teach communication and collaboration. **Strategy's Expected Result/Impact:** 25 point increase in Bright Bytes data 18-19 1059 Goal 20-20 - 1084 **Staff Responsible for Monitoring:** Genius Hour Rosters (Principals) **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2: Third through fifth grade math teachers will create and utilize performance assessments in mathematics to connect classroom instruction, assessment, and application of skills within an authentic real-world context. **Strategy's Expected Result/Impact:** Performance Assessment Rubirics 70% will meet expectations (piloting 3-5th math) **Staff Responsible for Monitoring:** Performance assessment training (Principal/AP/ICoach) PLC time (Principal/AP/ICoach) **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 3: Teachers will use learning management systems to incorporate communication, collaboration, critical thinking, and creativity through M*Powered TTESS objective 3.4. **Strategy's Expected Result/Impact:** Percentage of teachers scoring proficient or higher on MPowered Dimensions Instruction will remain at 100%, while increasing teachers at the Advanced level by 2%. **Staff Responsible for Monitoring:** PLC Time/Professional Development (Principal/AP) Walk throughs (Principal/AP) **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings. **Strategy's Expected Result/Impact:** Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 94% 19-20 96% Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Baseline at 95% **Staff Responsible for Monitoring:** iPlan attendance (Principal) AMP time agendas (Principal/Lead teachers) Instructional Logs (TLL/ILL/MIT) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Teachers will use pre and post assessment data to analyze instructional strategies to design work for students with a focus on intervention, Tier 1 instruction, and enrichment. **Strategy's Expected Result/Impact:** Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 94% 19-20 96% Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Baseline at 95% **Staff Responsible for Monitoring:** Lesson Plans (Principals) Walk Throughs/Evals (Principals) Progress Monitoring Logs (Principals) SAT meeting notes (Principals) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3: Campus PD will align and support district IPlan initiatives. **Strategy's Expected Result/Impact:** ELL scores at the Master Level will improve by at least 2 percentage points. **Staff Responsible for Monitoring:** Principal Lisa Knight AP **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Region 10 - ESSA-Title III-Second Language Acquisition - $550	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings.				
Strategy's Expected Result/Impact: Percentage of students achieving masters level on STAAR 3rd grade math (18-19 24%) 19-20 30% 3rd grade reading (18-19 29%) 19-20 35% 4th grade math (18-19 51%) 19-20 53% 4th grade reading (18-19 29%) 19-20 35% 4th grade writing (18-19 12%) 19-20 18% 5th grade math (18-19 42%) 19-20 45% 5th grade reading (18-19 37%) 19-20 40% 5th grade science (18-19 17%) 19-20 25% **Staff Responsible for Monitoring:** Principal AP **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 2: Teachers will utilize a designated time in their schedules daily to provide interventions and enrichments.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy's Expected Result/Impact: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 85% Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 93% **Staff Responsible for Monitoring:** SAT Meetings (Principal/AP/Interventionist) PLC Meetings (Principal/AP) **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3: Teachers will use Imagine Math, Istation data, Circle, and Amplify to monitor progress for HB3 goals. **Strategy's Expected Result/Impact:** 70% of students will meet HB3 goal expectations. **Staff Responsible for Monitoring:** None **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: MPE will continue encouraging participation in the Duke Tip program. **Strategy's Expected Result/Impact:** Percentages of students 4th and 5th grades participating in Duke Talent Identification Program by taking the PSAT will be at 30% or higher. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum				
Strategy 2: Enrichment and Intervention time will be utilized to provide intervention when needed and allow time for students to work on individual choice projects for enrichment. **Strategy's Expected Result/Impact:** Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 - 94% 19-20 82% Goal 20-21 85% Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 - 96% 19-20 90% Goal 20-21 93% **Staff Responsible for Monitoring:** Walk throughs during Intervention/Enrichment time (Principal/AP) SAT Meetings (Principal/AP/Interventionist) **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 3: Students will be exposed to college and career opportunities through career day and monthly college days. **Strategy's Expected Result/Impact:** 100% of students will participate in career and college days. **Staff Responsible for Monitoring:** None **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Utilize research-based screening process. (Humanex) **Strategy's Expected Result/Impact:** Hire 100% highly qualified candidates Retain high quality candidates at least at 95% excluding promotions within district. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: All new teachers will be provided with a campus mentor and a grade level buddy to foster the transition to Mt Peak and MISD. **Strategy's Expected Result/Impact:** Retain high quality staff at 95% Positive school climate percentage measured by the end of year survey will increase by 15% **Staff Responsible for Monitoring:** Campus mentor Principal AP Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: New staff on campus will participate in the MISD Mentorship program.	**Reviews**			
Strategy's Expected Result/Impact: Overall satisfaction as measured by district survey will increase by 10%.	**Formative**			**Summative**
Staff attendance rates will remain at 98% or greater	**Nov**	**Feb**	**June**	**June**
Staff retention will increase to 95% or greater				
Staff Responsible for Monitoring: Campus mentor				
Funding Sources: Mentor teachers - ESSA-Title II-TPRT - $1,000				

Strategy 2: Provide incentives for staff with exemplary attendance to increase teacher attendance and decrease teachers leaving.	**Reviews**			
Strategy's Expected Result/Impact: Overall satisfaction as measured by district survey will increase by 10%.	**Formative**			**Summative**
Staff attendance rate will remain at 98% or greater.	**Nov**	**Feb**	**June**	**June**
Staff retention rate increase to 95%.				
Staff Responsible for Monitoring: Principals Secretary				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3: Teachers will be recognized/appreciated in various ways throughout the year. Buttons PTO luncheons Red Cart Days Interviews for News Highlight teachers on parent newsletter Mt Peak Staff site Monthly Team Building **Strategy's Expected Result/Impact:** Overall satisfaction as measured by district survey will increase by 10%. Staff attendance rate will remain at 98% or greater. Staff retention rate increase to 95%. **Staff Responsible for Monitoring:** Principals PTO Librarian Teachers **ESF Levers:** Lever 3: Positive School Culture	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Staff will lead professional development opportunities for campus. (Restorative Discipline, Best practices in learning, etc.) **Strategy's Expected Result/Impact:** Increased leadership capacity in staff by 10% of teachers leading staff development Staff will take leadership in developing PLC topics baseline of 5% **Staff Responsible for Monitoring:** T-TESS/Principals	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Classroom teachers will begin each day with a circle (Morning meetings) to build character in students. **Strategy's Expected Result/Impact:** 100% of classrooms will begin each morning with a morning meeting to understand the social/emotional needs **Staff Responsible for Monitoring:** Staff development agenda Principal SEL coordinator **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2: Social Emotional coordinator will be on campus every other week to give support to staff and provide feedback on learning to ensure all students' needs are met. **Strategy's Expected Result/Impact:** Staff will receive support for students and their social emotional needs. Increase on staff survey on the question is discipline handled fairly by 23%. **Staff Responsible for Monitoring:** Principal Staff SEL Coordinator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Strategy 3: Mt Peak students will attend an AIM for Success presentation on bullying in October to build student character. **Strategy's Expected Result/Impact:** Maintain the 0% of occurrences of substantiated bullying situations AIM for Success programs on Oct. 1st and 2nd **Staff Responsible for Monitoring:** Principal Lisa Knight AP Counselor **Funding Sources:** Social emotional support - ESSA-Title IV - $2,200				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: The Campus Safety Team will create the campus crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the district safety and security team. **Strategy's Expected Result/Impact:** All students and staff will be trained and prepared in case of an emergency. Positive response to safety and security questions will remain at 80% or higher. **Staff Responsible for Monitoring:** Principals AP Safety security commander				
Strategy 2: Raptor will be utilized for all visitors to campus to ensure student safety. **Strategy's Expected Result/Impact:** Positive response to safety and security questions will remain at 80% or higher. **Staff Responsible for Monitoring:** Office staff				
Strategy 3: Mt Peak will hold all required drills each month as suggested by district safety and security commander to be prepared for all emergencies. **Strategy's Expected Result/Impact:** Drills will be practiced in the event of a real emergency so everyone knows how to respond at 100% as required by district policies. **Staff Responsible for Monitoring:** Principal AP Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning				
Strategy 4: Commander Hicks and Officer Brown will speak at Parent U Nights about safety and security to build awareness. **Strategy's Expected Result/Impact:** Increased awareness about safety and security in schools. Positive response to safety and security questions will remain at 80% or higher. **Staff Responsible for Monitoring:** Principal AP Officer Brown Commander Hicks **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Attendance Awareness Notifications (attendance.org) for parents will be communicated on a regular basis to build awareness of the importance of attending school daily. **Strategy's Expected Result/Impact:** Attendance Rates will be at 97% or higher for the year. **Staff Responsible for Monitoring:** Principals PEIMS	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Conduct staff and student surveys to assess satisfaction of our current facility and areas of needed improvement including facilities and use of flexible learning spaces. **Strategy's Expected Result/Impact:** Students and staff will take ownership of the facility and its usage. They will have a platform to share needs and desires so they can be strategically planned for. At least 75% of staff and students take survey. **Staff Responsible for Monitoring:** Principals	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop a budget and align financial expenditures to campus goals. **Strategy's Expected Result/Impact:** Goal of 0 cross function transfers for this year. **Staff Responsible for Monitoring:** Principal Secretary	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: We will align our campus professional development with the district professional development (The afternoon of iPlan day will be aligned to the morning professional development).

Evaluation Data Sources: 100% of campus PD will align with district PD.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Staff will participate in district iPlan Days, Campus Professional Development, and Region 10 offerings to build effective lessons and instruction. **Strategy's Expected Result/Impact:** 100%of teachers scoring proficient or higher on MPowered instruction, dimensions, and T-TESS for each domain. CASE score in classroom to increase to 1100 which is the Advanced level. **Staff Responsible for Monitoring:** Eduphoria TLL, ILL, MIT Principals				
Strategy 2: Bi-Monthly PLC meetings will be held by grade levels and monthly vertical team meetings will meet to provide in the moment staff development. **Strategy's Expected Result/Impact:** 100% of student work will be to the rigor of the grade level TEKS. **Staff Responsible for Monitoring:** Principal AP iCoach **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Provide structured, timely professional development for digital resources to ensure that all teachers are using resources with fidelity and most effectively. **Strategy's Expected Result/Impact:** 100% of teachers are able to utilize digital resources effectively. **Staff Responsible for Monitoring:** Principal AP Curriculum				
Strategy 2: Bright Bytes Campus Case Score will be at the advanced level by sharing data during PLC's and have effective use of resources. **Strategy's Expected Result/Impact:** 18-19 Score 1059 at Proficient 20-21 Goal: Score 1084 (increase 25 points) **Staff Responsible for Monitoring:** Principal AP PLC				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Utilize a variety of communication tools with staff (Remind, Smore, team leader meetings, faculty meetings, grade level meetings, and emails) for all will be in the know. **Strategy's Expected Result/Impact:** Overall employee satisfaction as measured by district survey increase from 71% to 80%. **Staff Responsible for Monitoring:** Principals				
Strategy 2: Monthly staff team building activities during faculty meetings led by teacher culture committee to build staff leadership opportunities. **Strategy's Expected Result/Impact:** Overall employee satisfaction as measured by district survey increase from 71% to 80%. **Staff Responsible for Monitoring:** Principals Grade levels				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Utilize a variety of communication tools with staff (Remind, Smore newsletter, faculty meetings, MPE calendar, PTO meetings, and emails) to ensure all are in the know. **Strategy's Expected Result/Impact:** Positive Feedback on consistent communcation will increase 10%. **Staff Responsible for Monitoring:** Principals PTO	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Work with PTO to encourage 100% engagement of families in school.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased overall satisfaction on communication key measure on the youth truth survey. **Staff Responsible for Monitoring:** Principal AP PTO Counselor Teachers	**Nov**	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

Strategy 1: Periodically survey parents on weekly newsletters for feedback on partnerships with parents and community while maintaining COVID 19 safety protocols. **Strategy's Expected Result/Impact:** Increase of parent and community partnerships by 10%. **Staff Responsible for Monitoring:** Principal	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Mt. Peak Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 106 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$43,511.25
	6100 Subtotal:	**$43,511.25**

Personnel for Mt. Peak Elementary School

Name	Position	Program	FTE
Burke, Candace	Teacher	Interventionist	.90
Howard, Kerry	Teacher	Content Mastery At-Risk	.25
Hughes, Karen	Teacher	First Grade Interventionist	.25

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Georgie Swize	Principal
Administrator	Adam Henke	Assistant Principal
Classroom Teacher	Mimi Fleischman	Committee member
Non-classroom Professional	Wendy Waldroup	Counselor
Classroom Teacher	Shaylin Jackson	Committee Member
Classroom Teacher	Karen Steele	Committee Member
Classroom Teacher	Joy Cheshire	Committee Member
Business Representative	Danny Gildea	Committee Member
Classroom Teacher	Tracy Xavier	Committee Member
Business Representative	Francie Walker	Committee Member
Parent	Emily Heitman	Committee Member
District-level Professional	Becky Wiggington	Committee Member
Classroom Teacher	Lori Jackson	Committee Member
Classroom Teacher	Lea-Ann Dorste	Committee Member
Parent	Sabrina Michaels	Committee Member
District-level Professional	Al Hemmle	Committee Member
Community Representative	NellaFay Isom	Community Member
Community Representative	Martina English	Community Member
Classroom Teacher	Amber Sparks	classroom teacher
Classroom Teacher	Amy Hill	classroom teacher

Campus Funding Summary

ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Mentor teachers		$1,000.00
				Sub-Total	$1,000.00

ESSA-Title III-Second Language Acquisition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Region 10		$550.00
				Sub-Total	$550.00

ESSA-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Social emotional support		$2,200.00
				Sub-Total	$2,200.00
				Grand Total	$3,750.00

Addendums

Midlothian Independent School District

Walnut Grove Middle School

Improvement Plan

2020-2021

Mission Statement

Walnut Grove Middle School exists to meet the educational, social, and emotional needs of all students in an environment that is safe, orderly, student-friendly, respectful and engaging.

Vision

It is the vision of Walnut Grove Middle School to make every student successful.

Value Statement

The Cultural Tenets of MISD are:

Family

Celebrate the Power of Diversity

Unlimited Potential

Honor Relationships

Excellence Through Purpose

Midlothian Strong

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walnut Grove Middle School serves approximately 1,018 students. The demographics of Walnut Grove are:

White - 65%

Hispanic - 25%

African American - 9%

Asian/Pacific Islander - 1%

24% of students are Economically Disadvantaged. 12% of students receive Special Education services. . 3.5% of students are English Language Learners

Demographics Strengths

Reading STAAR-Approaches Grade Level	Math STAAR-Approaches Grade Level
White - 88%	White - 92%
Hispanic - 83%	Hispanic - 87%
AA - 75%	AA - 91%
Two or More Races - 76%	Two or More Races - 88%

African American students outperformed other subgroups on 2019 STAAR Science, with 100% scoring at Approaches, 70% at Meets, and 40% at Masters.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hispanic Writing scores are below those of other subgroups.

Student Learning

Student Learning Summary

Walnut Grove Middle School experienced many academic successes in the 2017-18 school year. According to 2018 STAAR reports, WGMS showed many strengths. On the Reading STAAR, 83% of students scored at Approaches. Also on Reading STAAR, 30% of students scored at Masters. On the Math STAAR, 88% of students scored Approaches. Also on Math STAAR, 24% of students scored Masterss. On AlgebraI EOC, 100% of students scored Approaches, with 98% also scoring Masters.

Student Learning Strengths

Walnut Grove's strengths are as follows:

- 83% of all students scored Approaches on the STAAR Reading Test
- 88% of all students scored Approaches on the STAAR Math Test
- 80% of all students scored Approaches on the STAAR Writing Test
- 93% of all 8th graders scored Approaches on the STAAR Science Test
- 86% of all 8th graders scored Approaches on the STAAR Social Studies Test
- Our school received its first ever Distinction in Social Studies in 2018.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 6th grade Reading scores were low at 75%.

School Processes & Programs

School Processes & Programs Summary

WGMS follows the teaming model, in which students are generally scheduled in groups of about 130 students with the same teacchers for Math, ELAR, Social Studies, and Science. This creates a "school within a school," allowing a personal touch to be afforded to students by their teachers. WGMS teachers engage students in meaningful lessons that relate to sutdents' lives, to their interests, and to consequences in life that they find important.

Professional Learning Communities, or PLC's are an important part of our teachers' growth, as well as a way to meet the needs of students. In years past PLC's have been used primarily for the purpose of teacher planning of lessons. This year, our goal is to expand this to allow teachers to analyze assessments (especially the pre and pi assessments), determine which students need help, and to provide that help. Our teachers will ask four essential questions at every PLC: 1) What do we want our students to learn? 2) How will we know whe they've learned it? 3) What will we do when they get it? 4) What will we do when they don't get it?

Our teachers integrate technology consistently into their lessons. Students use their laptops to design and create new products and to collaborate. We focus on the Four C's, and have grown as a school in the use of Communication, Collaboration, Creativity, and Critical Thinking. Our students regularly collaborate digitally with students on campus.

Our district uses the TEKS Resource System as its curriculum. This has resulted in a viable, research-based curriculum that is written by experts. The Pacing Guide has given teachers a way to stay on track and provides a scope and sequence. The TRS also has valuable tools that show teachers where concepts are introduced and reviewed. It also shows teachers common misconceptions that students have for each TEK.

We believe that the recruitment, hiring, and retention of quality staff is, perhaps, the most important thing that we do. We build relationships with certification programs, like iTeach and SAGU. We encourage our veteran teachers to take on student observers and student teachers. We support our new teachers through a mentoring program at the district and campus levels. We also utilize referrals from our own teachers to get information on quality teachers that they may know from other districts.

We encourage our students to get involved in at least one school activity each year. We offer many clubs and organizations for our students. We also alow our students to creat their own clubs, provided they can find a faculty sponsor and we can host the clubs while maintaining social distancing.

School Processes & Programs Strengths

Our students achieve high levels of academic success each year. Each six weeks, about 1/2 of the students in our school will receive some type of honor roll recognition.

Our school has a robust academic program for all students. The TRS curriculum has given our teachers a viable, research-based curriculum that was written

by curiculum experts. This has produced uniform standards for our teachers. The tools that accompany TRS have helped teachers see the big picture of what they teach (the Year at a Glance), and helped clear up for students common misconceptions about course content.

Our hiring process begins with recruiting the best teachers from the area and beyond. This begins with gathering referrals, from our current staff, of teachers that they know from other districts who are outstanding. These people, coupled with those who we discover from Teacher Job Network, are analyzed carefully. Candidates first are screened using the Humanex interview process, which is done by phone. Those who do well are brought in for face to face interviews, which are done by committee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students finding ways to get involved with school such as clubs and extracurricular activities will be more difficult this year due to Covid.

Perceptions

Perceptions Summary

The climate and the culture of our school have been evolving in past years. We believe that the most important things that we do are teach students well and love them. The climate of our school is warm, friendly, and focused upon students and their success.

At WGMS, we have numerous values and beliefs to which we hold. First, students are first and foremost. Next, positive relationships with our kids is critical to making a life-long impact on them. We consistently emphasize the importance of relationships with students and how we must connect with each one that we serve. Furthermore, we believe that technology is a powerful tool that can be used to engage students, enhance instruction, and empower kids to create new products. Finally, customer service to students and to parents is highly valued here. We believe that taking good care of both groups is not only the right thing to do, it is imperative. If we don't take good care of them, then another school will.

Perceptions Strengths

This information is from past Youth Truth surveys. Due to Covid last year, the survey was not completed.

Our school survey, Youth Truth, indicates that our staff views our school's culture and comunication are both very positive and effective (98th percentile), teachers feel engaged and empowered (96th percentile), our staff experiences positive relationships in their school (96th percentile), and staff receive feedback, support and have opportunities to grow (94th percentile).

Also on Youth Truth, our students report being engaged with their school (60th percentile), receiving a rigorous education that prepares them for the future (67th percentile), and feeling supported by their teachers (68th percentile). Students also stated that they had supportive relationships with their peers (73rd percentile). Finally, survey results showed that our students believe that our school fosters a culture of respect and fairness (80th percentile).

Parent results of Youth Truth were positive as well. Parents told us that they believe that our school fosters shared goals, respect, fairness, and diversity (79th percentile). They also told us that our school utilizes resources to support students (84th percentile), and that they believe our school is safe for students (69th percentile).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student and parent survey results were lower than staff results.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Goals

Revised/Approved: September 25, 2020

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: The TEKS Resource System will be utilized in 100% of core subject PLC's as evidenced by teachers' lesson plans, formals and walk throughs.

Strategy's Expected Result/Impact: More focused instruction, a more aligned curriculum, consistent learning results for students across teachers' classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principals, Lead Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 100% of iPlan days will be used to plan and complete upcoming units on a district-wide level and to allow for collaboration across campuses.

Strategy's Expected Result/Impact: Aligned instruction, materials and activities across middle school campuses.

Staff Responsible for Monitoring: ILL's, Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 3: Professional Learning Communities will meet at least one time per week to plan challenging, engaging lessons that are aligned to the TEKS and aligned to each other, using the PLC Planning Template in every meeting as a guide.

Strategy's Expected Result/Impact: Rigorous, aligned curriculum for all students. Similar instruction, activities, and assessments for all students in each grade level subject.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: PLC Training ESSA-Title II-TPRT $1,454

ESF Levers: None

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Strategy 4: Innovative lessons will be shared at least weekly, school-wide, via the Cat News program and on social media.

Strategy's Expected Result/Impact: An increase in the number of innovative lessons and activities in our school and more opportunities for staff to celebrate their creativity.

Staff Responsible for Monitoring: Cat News Teacher, Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: iCoaches will collaborate with teachers to assist them in creating exemplar lessons.

Strategy's Expected Result/Impact: An increase of at least 3%in the MPowered dimension of the Planning and Instruction domains of T-TESS.

Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: The Four C's - Communication, Collaboration, Creativity, and Critical Thinking will continue to be emphasized with teachers and will be recognized when observed.

Strategy's Expected Result/Impact: Increased collaboration between students and increased problem-solving activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will be encouraged to gather feedback from students after teaching an exemplar lesson in order to glean ideas on ways to increase engagement.

Strategy's Expected Result/Impact: Teachers will increase their bank of engaging and empowering activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: The outdoor classroom will be utilized at least once each week (as weather permits) in order to engage students and allow students to collaborate with social distancing.

Strategy's Expected Result/Impact: Increased use of the 4 C's by at least 10 scaled points on BrightBytes.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Three percent of teachers will incorporate technology in their lesson that encourages WGMS students to collaborate on the same learning objective with students from other schools, or will use video conferencing to allow students to hear from outside speakers.

Strategy's Expected Result/Impact: Increase in the amount of collaboration by students, by at least 10 scaled points, as evidenced by BrightBytes.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: iPlan days will be used to plan and complete upcoming units on a district-wide level and to allow for collaboration across campuses.

Strategy's Expected Result/Impact: 90% of teachers will report that the district professional development that they participated in increased their effectiveness.

Staff Responsible for Monitoring: ILL's, Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will lead sessions in our school's staff development at the beginning of the school year and middle of the year based upon their passions and expertise and out of district professional development they attend.

Strategy's Expected Result/Impact: 90% of teachers will report that the district professional development that they participated in increased their effectiveness.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 3: 15% of teachers will utilize books from the WGMS Professional Library in order to grow professionally, as evidenced by circulation statistics.

Strategy's Expected Result/Impact: Teachers will continue to learn and grow.

Staff Responsible for Monitoring: Library Media Specialist, Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: Students scoring below Approaches Grade Level on 2018-19 STAAR and/or performing below district standards on the Post-Progress Indicators will receive remediation from certified teachers in Accelerated Reading Instruction and Accelerated Math Instruction at least 1 time per week during the school day for a period of 8-12 weeks prior to STAAR testing.

Strategy's Expected Result/Impact: Skills will be reinforced and learning gaps will be closed. 25% of students will be approaches.

Staff Responsible for Monitoring: Counselors, Assistant Principals, Principals, STAAR tested teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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Strategy 3: The Grand Central Station learning lab will be utilized to assist at least 114 Special Education students, at least 95 504 students, and several general ed students who struggle in class, are identified as at-risk or EL.

Strategy's Expected Result/Impact: The overall failure rates for these students will decrease.

Staff Responsible for Monitoring: Counselors, Assistant Principals, GCS staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: A minimum of 75 students who struggle academically will be referred to our Communities in Schools program in order to encourage those who lack effort and to assist those who need academic help.

Strategy's Expected Result/Impact: An improvement of academics, attendance and behavior as compared to the 2019-20 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS Campus Manager, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: Local Budget

ESF Levers: None

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Strategy 4: Meetings with students who fail core classes will be held each six weeks in order to support our kids. SAT meetings will be held on students who need more support, with accommodations and interventions being put into place.

Strategy's Expected Result/Impact: Academic support will be given to students who need it and 10% of students with SATs will see an increase in academic performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: The percent of students at approaches, meets and masters will increase by 3% points from 2019 to 2021 on the 7th Grade Writing STAAR.

Strategy's Expected Result/Impact: Academic support will be given to students who are in need in 7th Grade Writing STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselors will visit classrooms during guidance sessions to encourage students to enroll in advanced courses. Counselors will inform parents and students of the benefits of AP courses in high school. Counselors will meet with each student and parent at the start of 2nd semester in order offer academic counseling.

Strategy's Expected Result/Impact: Increased numbers of students enrolled in courses by 5%.

Staff Responsible for Monitoring: Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: N/A

ESF Levers: None

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Strategy 2: Teachers will encourage their students who would benefit from Pre AP courses to enroll in these courses by utilizing their SLOs to indicate which students scored above typical at the end of the 2020-21 school year.

Strategy's Expected Result/Impact: Increased numbers of students enrolled in courses by 2%. See teachers' SLOs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: N/A

ESF Levers: None

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Strategy 3: 6th and 7th grade students who qualify for Duke Talent Search will be encouraged to take either the ACT or the SAT test. Last year, 3% of 7th grade students participated. This year, the goal will be 3% of 7th Grade students taking the ACT or SAT test. A Duke Talent Parent Night will be held in November to educate 6th and 7th grade parents of the benefits of their children taking the PSAT, ACT or SAT.

Strategy's Expected Result/Impact: Increased numbers of students who take either the ACT or SAT.

Staff Responsible for Monitoring: Principal, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: N/A

ESF Levers: None

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Strategy 4: 8th grade students and parents will be encouraged to consider the Midlothian Collegiate Scholars Academy in order to earn an Associates Degree while in high school.

Strategy's Expected Result/Impact: Increased number of students in MCSA.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: The Humanex interview process will be utilized to screen candidates for face-to-face interviews.

Strategy's Expected Result/Impact: In-person interviews will include only qualified candidates.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Local Budget

ESF Levers: None

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Strategy 2: WGMS will encourage college students working on certification to do their observation hours and internships here.

Strategy's Expected Result/Impact: WGMS will sponsor at least one student teacher or two student observers each year.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 3: WGMS administrators and teachers will make contact with perspective teachers from other school districts in late April, early May in order to attract them to our school.

Strategy's Expected Result/Impact: Increased pool of potential teachers at WGMS. At least one hire will be made from these contacts.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Staff will be surveyed annually in the YouthTruth Survey to gather feedback on how well they are being served by WGMS administrators.

Strategy's Expected Result/Impact: WGMS will have a 1% increase in teacher satisfaction as measured by the Youth Truth Staff Survey.

Staff Responsible for Monitoring: Principal, APs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: N/A

ESF Levers: None

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Strategy 2: First-Year teachers will work with WGMS mentor teachers to learn valuable teaching skills. This will include walk-throughs and feedback from mentors at least weekly first semester and as needed second semester.

Strategy's Expected Result/Impact: Increased levels of support of our teachers, increased retention rates. 100% of first-year teachers will be retained.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Mentors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: New teacher mentoring ESSA-Title II-TPRT $2,000

ESF Levers: None

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Strategy 3: All new to WGMS teachers will be assigned a buddy teacher to assist with their transition to our school by meeting with them periodically throughout the year.

Strategy's Expected Result/Impact: Increased levels of support of our teachers, increased retention rates. 100% of new teachers will be retained.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Teacher mentors Local Budget $2,000

ESF Levers: None

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Strategy 4: Teachers will be allowed to retain local leave days from year to year.

Strategy's Expected Result/Impact: Staff attendance for 2020-21 will increase by 1% from 2019-20.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: WGMS teachers will serve on campus and district committees, leading as necessary. Teachers will be informed and encouraged to join MALA.

Strategy's Expected Result/Impact: Servant leadership will be fostered. At least one staff member will apply to participate in MALA.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: Local Budget

ESF Levers: None

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Strategy 2: 3% of WGMS teachers will present at staff development based on their areas of passion and expertise.

Strategy's Expected Result/Impact: Increased leadership capacity among teachers - every teacher a leader! At least 3% of teachers will share during staff development on campus and at central admin.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Counselors and CIS staff will form groups for students with similar needs and will meet with these groups at least monthly. At least 2 groups will be formed this year.

Strategy's Expected Result/Impact: Students with like needs will share their experiences and will grow social/emotional and academically as evidenced in the students' grades, attendance, and behavior referrals.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers and principals will work to build positive relationships with students, in classrooms and less structured times by being out in the halls during each passing period, visiting with students at lunch, and visiting classrooms to interact with students during their learning.

Strategy's Expected Result/Impact: Youth Truth Student Survey results will show increased positive rapport between students and teachers from last year's Truth Survey by 3%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Nov
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Strategy 3: School counselors will conduct regular classroom guidance on topics like bullying, mental health awareness, character development, diversity, and service to others. Counselors will utilize Mindful Mondays during Cat Academy to cover SEL.

Strategy's Expected Result/Impact: Character development, positive relationships among students, less bully reports completed from last year's reports by 3%.

Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Administrators and staff will apply training in Restorative Practices to build and repair relationships between students and staff as well. Restorative Practices will be used in after school detention through the questions students will answer as well as an opportunity for students to use the Calm app to teach mindfulness and thoughtfulness.

Strategy's Expected Result/Impact: Parties will meet and discuss their offenses as well as ways to repair relationships and prevent the same offense from reoccurring. 100% of students returning from DAEP will participate in Restorative Practices.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, and Students

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: Teacher training Local Budget $1,000

ESF Levers: None

Formative
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Strategy 5: The percentage of time in which counselors are participating in direct counseling services will increase by at least 2 percentage points.

Strategy's Expected Result/Impact: Students receiving increased direct counseling from our counselors.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Staff will be trained annually at the beginning of each school year on MISD safety procedures and the implementation of the WGMS Crisis Plan. Yellow folders that contain critical information, such as class rosters, red/green signal cards, MISD Safety Procedures, and a copy of the campus crisis plan will be given to all teachers.

Strategy's Expected Result/Impact: A safe school and well-informed staff as indicated by an increase of 5% of staff giving positive responses to safety and security survey questions.

Staff Responsible for Monitoring: Principal, Assistant Principal for school safety

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: MISD Safety officials will do regular assessments of our school to determine areas of safety concern. These will be communicated to WGMS administrators.

Strategy's Expected Result/Impact: MISD Safety officials will complete 2 per school year with information regarding the drill communicated to WGMS administrators.

Staff Responsible for Monitoring: Principal, Assistant Principal for school safety, and district safety and security staff.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: The required safety drills, including lockdown, fire, lockout, and shelter-in-place, will be executed, documented, and debriefed for efficiency. Students will practice social distancing during drills, but teachers will discuss with the students what it would look like for a real safety emergency.

Strategy's Expected Result/Impact: WGMS will complete the required safety drills per school year.

Staff Responsible for Monitoring: Principal, Assistant Principal for safety, and district safety and security staff.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: WGMS will improve by at least 2 percentage points on the safety/security portion of the YouthTruth Survey.

Strategy's Expected Result/Impact: An increase in student and parent confidence in our school's safety efforts.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished Continue/Modify Discontinue

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Students who achieve perfect attendance for each six weeks will have their names entered into a drawing for one of three Wal Mart gift cards.

Strategy's Expected Result/Impact: Attendance will be maintained at 96% for the 2020-21 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary, Attendance Clerk.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Students will have an opportunity to do virtual learning when they are absent from school.

Strategy's Expected Result/Impact: Attendance will be maintained at 96% for the 2020-21 school year since students will be able to still be counted remotely present by participating virtually.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Meet annually with a site based committee to determine potential future furniture and campus needs.

Strategy's Expected Result/Impact: Effective use of flexible learning spaces and furniture.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: WGMS teachers and administrators will be encouraged to use 100% of their department funding for necessary department supplies.

Strategy's Expected Result/Impact: 100% of funds will go toward necessary supplies.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: WGMS will have no cross-function budget transfers for the 2020-21.

Strategy's Expected Result/Impact: Accurate budgeting, in the spring, for the next school year.

Staff Responsible for Monitoring: Principal, Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: The MISD iCoaches will work alongside teachers on a weekly basis to assist in meeting M*Powered goals set forth by the district.

Strategy's Expected Result/Impact: More exemplary lessons designed by teachers to increase engagement and build capacity.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Icoaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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Strategy 2: The afternoon of iPlan days will be aligned to the morning professional development. Lead Teachers, Assistant Principals, and iCoaches will assist in the planning and execution of staff development activities.

Strategy's Expected Result/Impact: Structured professional development that is aligned with teacher's needs and with Cultural Tenets

Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches, Lead Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: WGMS staff and students will give information, as needed to district leadership regarding the digital access needs of the campus. The 469-300-4849 hotline will be used by parents and students, and professional aides will be used to help man phone lines if the campus goes 100% virtual throughout the school year.

Strategy's Expected Result/Impact: Reliable digital access to devices for all learners at WGMS.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: During library visits, WGMS students will be taught to apply information literacy skills while utilizing digital resources such as Britannica, Gale, and Ebsco. Students will learn to formulate questions, search for information, and evaluate data responsibly and ethically.

Strategy's Expected Result/Impact: Increased responsible and ethical use of digital subscriptions.

Staff Responsible for Monitoring: Principal, Assistant Principals, Library Media Specialist, Teachers
Increased responsible and ethical use of digital subscriptions.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: WGMS will score as proficient or higher in every area measured by the BrightBytes survey.

Strategy's Expected Result/Impact: Increased scores on the survey.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Staff will attend a monthly after school meeting that will be on Zoom to discuss happenings on campus and in the district.

Strategy's Expected Result/Impact: Our staff will be kept abreast of school events and news and have opportunities to build positive relationships with each other.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Staff will be encouraged to attend the weekly district staff meeting.

Strategy's Expected Result/Impact: Staff members will stay abreast of district news and decisions as well as have the opportunity to ask questions to our district leaders.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: The Wildcat Tales will be shared with staff weekly as well as important upcoming dates for each month.

Strategy's Expected Result/Impact: Staff will feel informed of events and happenings at WGMS.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: The WGMS Facebook and Twitter pages will be updated two times per week in order to keep students, staff, parents, and and the community informed of school events, accomplishments, and relevant news. Parents and students will receive a weekly newsletter with pertinent information and dates.

Strategy's Expected Result/Impact: A 3% increase in participation in the Youth Truth Parent Survey.

Staff Responsible for Monitoring: Principal, Assistant Principals, PEIMS Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: An annual Canvas Parent Training will be held to assist parents in utilizing our learning management system.

Strategy's Expected Result/Impact: Increased understanding, by our parents, of Canvas and how they can use it to stay informed of their child's education.

Staff Responsible for Monitoring: iCoaches, Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Messenger in PowerSchool will be utilized to email, call, or text parents of important news and events at WGMS.

Strategy's Expected Result/Impact: Our parents and community will be kept abreast of school events and news.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Communications Contact

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: School announcements will be emailed daily to parents who sign up for the email. Cat News will be filmed and shown weekly to communicate happenings in the school and to recognize students and staff.

Strategy's Expected Result/Impact: Our parents and community will be kept abreast of school events and news.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Communications Contact

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Parents will be encouraged to join our school's parent volunteer organization via email, orientations, and by the use of social media.

Strategy's Expected Result/Impact: We will have a 3% increase in the number of parent volunteer hours logged.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 8th Grade parents will be encouraged to serve on the 8th Grade Party Committee.

Strategy's Expected Result/Impact: We will have a 3% increase in parent participation on the 8th Grade Party Committee.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: WGMS parents will serve on committees such as the CEIC and the Diversity Committee.

Strategy's Expected Result/Impact: Build leadership capacity with parents and community with an increase in committee involvement.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

Strategy 1: Advertise opportunities for committee involvement with the weekly newsletter as well as blasts through email and social media outlets.

Strategy's Expected Result/Impact: An increased number of parents and community being involved in committees.

Staff Responsible for Monitoring: PrincipalCounselors, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: WGMS will partner with parents by providing opportunities for parents and the community to offer various types of volunteering that does not involve being on campus (Tissues for Teachers from PTV, Amazon cards from Vertical Church).

Strategy's Expected Result/Impact: Partnerships with parents, and a sense by parents that they are wanted here and valued.

Staff Responsible for Monitoring: Principal, Assistant Principals, activity sponsors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: WGMS will continue to partner with New Church to provide school supplies to needy students.

Strategy's Expected Result/Impact: There will be a 3% increase in the number of students receiving school supplies from 2019-20.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Walnut Grove Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 044 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$69,853.75
199 E 6129 00 044 0 24 000	6129 Salaries or Wages for Support Personnel	$23,263.97
	6100 Subtotal:	**$93,117.72**

Personnel for Walnut Grove Middle School

Name	Position	Program	FTE
Fuller, Amanda	Paraprofessional	WGMS At-Risk GCS	1
Pettijohn, Christi	Teacher	WGMS At-risk GCS	.83
Rawlinson, Kimberly	Teacher	WGMS At-risk GCS	.25
Thompson, Carrie	Paraprofessional	WGMS At-risk GCS	.25
Underwood, Riki	Teacher	Excel Math	.17

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Megan Gordon	Teacher
Classroom Teacher	Fernando Sanchez	Teacher
Classroom Teacher	Karen Mooney	Teacher
Classroom Teacher	CJ Pettijohn	Teacher
Classroom Teacher	Jennifer Droege	Teacher
Classroom Teacher	Riki Underwood	Teacher
Classroom Teacher	Lisa Houchin	Teacher
Classroom Teacher	Jade Hartsell	Teacher
Administrator	Carly Woolery	Principal
Administrator	David Fontenot	Assistant Principal
Administrator	Natalie Dennington	Assistant Principal
Non-classroom Professional	Mendy Autry	Librarian/Media Specialist
Non-classroom Professional	Keri Castillo	Diagnostician
Parent	Denise Turk	Parent
Parent	Bo Davis	Parent
Business Representative	Amanda McCarty	Owner of Midlo H2O
Business Representative	Richard Reno	Mayor and Business Owner
Community Representative	Roger Jaffe	Community
Community Representative	Bruce Prindle	Pastor
District-level Professional	Melissa Wolfe	Special Education Director

Campus Funding Summary

Local Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3			$0.00
2	1	1			$0.00
2	2	3	Teacher mentors		$2,000.00
2	3	1			$0.00
3	1	4	Teacher training		$1,000.00
				Sub-Total	$3,000.00

N/A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
2	2	1			$0.00
				Sub-Total	$0.00

ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	PLC Training		$1,454.00
2	2	2	New teacher mentoring		$2,000.00
				Sub-Total	$3,454.00
				Grand Total	$6,454.00

Addendums

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Consider Request to Issue RFP for Technology Services and Equipment**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at $50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district: (1) Competitive bidding for services other than construction services; (2) Competitive sealed proposals for services other than construction services; (3) A request for proposals, for services other than construction services; (4) An interlocal contract (5) A method provided by Chapter 2267, Government code, for construction services; (6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or (7) The formation of a political subdivision corporation under Section 304.001, Local Government Code. The district plans to seek proposals for Internet Access and Technology Equipment as a part of the district's participation in the E-Rate program. Additionally, the district will seek proposals for technology equipment planned for replacement as detailed in the Technology Replacement Schedule.	
Fiscal Impact/Budget Function Code:	Bond Funds	
Policy:	CH	
District Goal:	Provide facilities that create an innovative learning environment using district resources in the most efficient manner.	
Administration Recommended Option:	It is the Administration's recommendation that the board approve the request to seek bids for Technology Services and Equipment.	
Motion:	A motion might be: "I move to approve the Administration's request to seek bids for technology services and equipment."	
Presenter:	Leslie Garakani	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

2020-2021 Technology Planned Replacements & E-Rate

Regular Board Meeting
October 19, 2020

Consider request to Issue RFP for Technology Services and Equipment

Agenda Item 9.C.

Overview of Technology Bond Timeline

- 2016 Bond Timeline
- Midlothian ISD - Technology Replacement Schedule

Technology Bond Completed / Reoccurring

Current

- Elementary Wireless Upgrades - COMPLETED (August 2016)
- Secondary Wireless Upgrades - COMPLETED (August 2017)
- New Fiber Optic Network (UPN) - COMPLETED (December 2018)
- Structured Cabling - COMPLETED (August 2018)
- Video Surveillance - COMPLETED (August 2018)
- Access Control - COMPLETED (August 2018)
- PA/Bell/Clock - COMPLETED (May 2019)
- Elementary Classroom Technology - COMPLETED (August 2018)
- Data Center Server Infrastructure - COMPLETED (April/May 2019)
- Physical Security Phase 2 - 95% COMPLETE (Cameras, Access Control, Radio Equipment)
- Secondary Classroom Technology - COMPLETED - (August/September 2019)

E-Rate & Midlothian ISD

- Since the Modernization Order in 2014
  - Allowed for more schools to benefit.
  - Eliminated reimbursements for outdated technology. (dial-tone, traditional voice services, & cellular phones)
  - Category 2 (equipment) - Pre-Discount Budget
- Funds Reimbursed to Midlothian ISD
  - $882,000 - Fiber Construction (2017)
  - $149,000 - Gov. Abbott - Fiber Construction State Match
  - $313,088 - Secondary Wireless/Cabling (2017)
  - $494,899 - WAN Switching/Optics (2017) - *Outstanding*
- **$1,838,987** back into the Technology Bond

Upcoming Service & Equipment Renewals / E-Rate

- Category 1 - Services
  - Internet Access ***(contract expiration)***
- Category 2 - Equipment
  - Firewall ***(planned replacement)***
  - Wireless Access Points ***(planned replacement)***
  - Network Switches ***(planned replacement)***
  - Structured Cabling ***(planned replacement)***

Leveraging E-Rate / COVID Impact

- New Category 2 budget for school districts
- Pre-Discount Budget - structure change from per campus to district-wide
  - Flexibility to apply funding where needed.
- Use E-Rate to offset Technology Bond expenditures.
- Total funding up to $875,581.

Estimated Category 2 Budget
Funding Year 2021

BEN	Entity Name	Enrollment	Pre-Discount Budget
87352	MOUNTAIN PEAK ELEMENTARY	656	$109,552.00
87353	IRVIN ELEMENTARY SCHOOL	591	$98,697.00
87355	MIDLOTHIAN HIGH SCHOOL	1983	$331,161.00
87356	T E BAXTER ELEMENTARY SCHOOL	565	$94,355.00
87357	LONGBRANCH ELEMENTARY SCHOOL	623	$104,041.00
87358	FRANK SEALE MIDDLE SCHOOL	1214	$202,738.00
230702	VITOVSKY ELEMENTARY	620	$103,540.00
16031147	WALNUT GROVE MIDDLE SCHOOL	1180	$197,060.00
16047661	LARUE MILLER ELEMENTARY	658	$109,886.00
16075390	MIDLOTHIAN HERITAGE HIGH SCHOOL	1040	$173,680.00
17003499	Dolores W McClatchey Elementary	655	$109,385.00
17023484	Earl & Marthalu Dieterich Middle School	701	$117,067.00
		10486	

TOTAL Estimated Budget	**$1,751,162.00**
Estimated E-rate Discount Rate	**50%**
Estimated Available E-rate Funding	**$875,581.00**

Proposed Technology Upgrades

Technology Bond Proposed

- Release RFP to acquire new Internet Services Contract
- Release RFP to acquire Technology Upgrades
  - Elementary Network Equipment & Wireless Upgrades
  - Secondary Network Equipment & Wireless Upgrades
  - Structured Cabling
  - District Firewalls and Security Equipment

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Consider Suspending Board Standard Operating Procedures Pending Legal Review to Ensure Procedures are in Alignment and Compliance with Board Policies**	
Supporting Document(s):	**Electronic: Yes ☒ No ☐**	**Electronic: Yes ☒ No ☐**
Background Information:	With the recent addition of our new legal counsel of Leasor Crass, P.C. the Board committee reviewing the Standard Operating Procedures has requested that the attorney review the current SOP for alignment and compliance with board policies.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	N/A	
Administration Recommended Option:	This is a Board decision.	
Motion:	A motion might be, "I move to suspend the Board's Standard Operating Procedures pending legal review to ensure that the procedures are in alignment and compliance with Board Policies."	
Presenter:	Matt Sanders and Leasor Crass attorney	

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Review Zoning Process & Parameters**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	As MISD prepares to open Elementary School #8 and Heritage High School Phase 2, reviewing and recommending new school boundaries are necessary. To take a proactive and holistic approach, the district administration recommends convening a community committee to review the latest demographer and housing information and make recommendations for elementary and high school boundaries, as well as re-evaluate middle school boundaries, as needed. The administration recommends the following: **Administrative recommendation for Board Approval:** Convene a community committee comprised of parents, staff and students to review and provide recommendations for elementary, possible modifications to middle school and newly defined high school zones. **Administrative recommended parameters for Board Approval:** ● Balance enrollment across MISD ● Keep neighborhoods/subdivisions in tact ● Leverage natural boundaries as much as possible ● Review/follow district policy on grandfathering options	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.	
Administration Recommended Option:	N/A	
Motion:	This is information only	
Presenter:	Karen Fitzgerald, Assistant Superintendent	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

MISD School Boundary Process 2020-21

October 19, 2020

School Boundary Rationale:

- Proactively serve in addressing future campuses for the duration of Bond 2016:
  - Recommend elementary boundaries with Elementary #8
  - Re-evaluate middle school boundaries as needed
  - Modify high school boundaries due to Heritage High School Phase 2
- Re-evaluate current and projected demographic and housing data:
  - Growth & enrollment changes due to COVID
  - Update housing market with homes coming online quicker
- Provide clear and consistent communication from process to implementation:
  - Process begins October 2020 through March/April 2021
  - Change effective Fall of 2022
  - Review grandfather options/modify policy as needed

Purpose of Process:

Convene a community committee comprised of parents, staff and students to review and provide recommendations for elementary, possible modifications to middle school and newly defined high school zones.

Recommended parameters:

- Balance enrollment across MISD
- Keep neighborhoods/subdivisions in tact
- Leverage natural boundaries as much as possible
- Review/follow district policy on grandfathering options

Community Committee Process:

- Community Committee Process
- Committee size: 25+ participants
- Establish a Committee member matrix:
  - 3 representatives from each elementary zone
    - 2 Representatives from larger subdivisions
    - 1 Representative from rural areas/smaller subdivisions
  - Principals, Athletic and Fine Art Coordinators
  - 2 Aspiring Leaders Academy members
- Participation by nomination & lottery selection
- Committee member roles are all at-large

Timeline:

- **October 19, 2020 -** Board information on MISD school boundary purpose & process
- **November 16, 2020 -** Board action and communication to community regarding process and opportunity to serve.
- **December 7&8, 2020 -** Pull names and contact participants; Email participants with roles/responsibilities/meeting times & dates
- **January 6, 13, 27, 2021** - Committee Meetings from 5:30-7 p.m.
- **January 19, 2021** - Board Information/Committee Update
- **February 3&10, 2021 -** Committee Meetings from 5:30-7 p.m.
- **February 15, 2021** - Board presentation on recommendations
- **February 23-25, 2021 -** Community Information evening & lunch sessions
- **March 3&4, 2021** - Committee Meet to review input & make adjustments as necessary
- **March/April 2021 -** Board Discussion/Action
- **March/April 2021** - Communication begins

Communication:

- Develop a website with committee agendas
- Post presentations
- Update community via social media
- Update community through MISD Connect (electronic newsletter) and Thursday lunchtime community update
- Email parents when the process starts and invite them to follow along on our website
- Email parents about input opportunities
- Email parents regarding decisions & next steps

Recommendations for Consideration:

Administrative recommendation for Board Approval:

Convene a community committee comprised of parents, staff and students to review and provide recommendations for elementary, possible modifications to middle school and newly defined high school zones.

Administrative recommended parameters for Board Approval:

- Balance enrollment across MISD
- Keep neighborhoods/subdivisions in tact
- Leverage natural boundaries as much as possible
- Review/follow district policy on grandfathering options

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Questions/Comments

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**CTE Program Update**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	Consider the update on CTE programs in the following areas: ● Certifications ● Partnerships ● Capstone Experience ● The MILE ● Student Survey Data ● Pre-K to Professionals CTE Program Update Presentation	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goals:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
Administration Recommended Option:	Information Only	
Motion:	N/A	
Presenter:	Nikki Nix, Shelle Blaylock	

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INSPIRING EXCELLENCE

MISD School Board Meeting

Department of Learning Update: CTE

October 19, 2020

Adopted Board Priority

STANDARD 1: PROVIDE RESPONSIBLE SCHOOL DISTRICT GOVERNANCE

.

- ***Benchmark B***: Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
  - ***Action:*** *District summarize programs/department initiatives to Board throughout the year*

MIDLOTHIAN ISD
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2019-2020 Programs of Study

MISD Offers 13 of 14 Programs of Study

- Agriculture
- Architecture & Construction*
- Arts, AV, Tech & Communication
- Business, Marketing & Finance
- Education & Training
- *Energy*
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Service
- Manufacturing
- Science, Technology, Engineering & Math
- Transportation, Distribution & Logistics

*Surveyed students for 19-20...not enough interest

MISD Pathways

- Aerospace Engineering
- Agriculture Mechanics
- Animal Science
- Audio/Video Production
- Automotive
- Biomedical Science
- Business Management
- Civil Engineering
- Construction
- Cosmetology
- Culinary Arts
- Cybersecurity
- Education & Training
- Entrepreneurship
- Family & Community Services
- Finance
- Graphic Design
- Health Science
- Horticulture
- Information Technology
- Law Enforcement
- Marketing
- Sports Medicine
- Video Game Design

Offered at The MILE

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

2019-2020 The MILE

Programs at The MILE

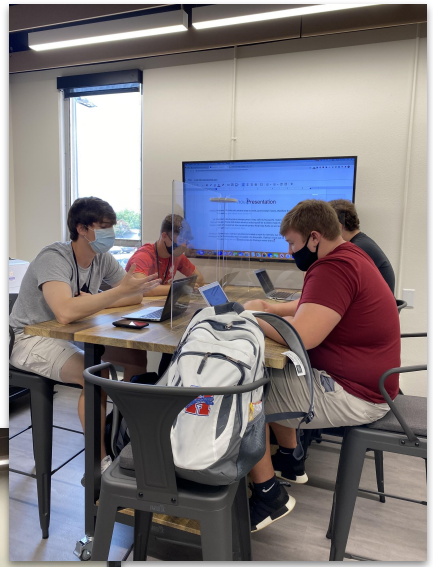
- Entrepreneurship
- Culinary Arts
- Cybersecurity
- Aerospace Engineering
- Civil Engineering
- *Video Game Design*

Student Enrollment by Program

Program	Student Enrollment
Entrepreneurship	73
Culinary Arts	43
Cybersecurity	28
Engineering	76
Video Game Design	47

Entrepreneurship

- Mentor Match Day - October 5-16, 2020
- First Pitch
- Development of initial business model canvas (BMC)
- Conduct competitive analysis
- Detail customer segment profiles
- Coordinate solution interviews
- Market Sizing (TAM/SAM)

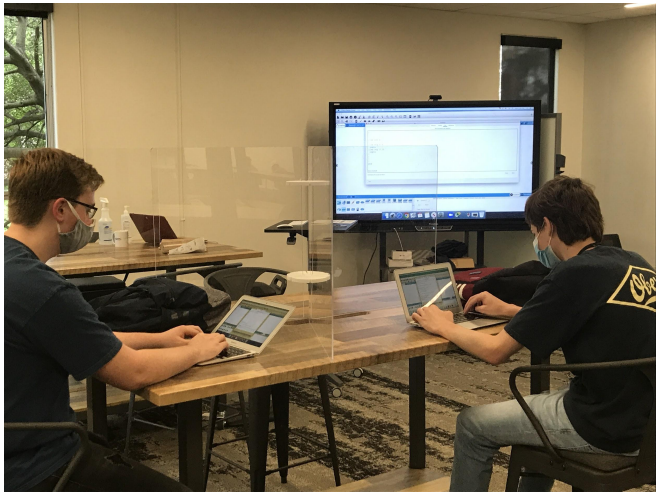


Culinary Arts

- Kitchen safety and sanitation
- Expanding on basic skills and cooking methods
- Converting and costing recipes
- Preparing baked goods
- Experimenting with new recipes and creating dishes from scratch
- Working towards opening our student run bistro!

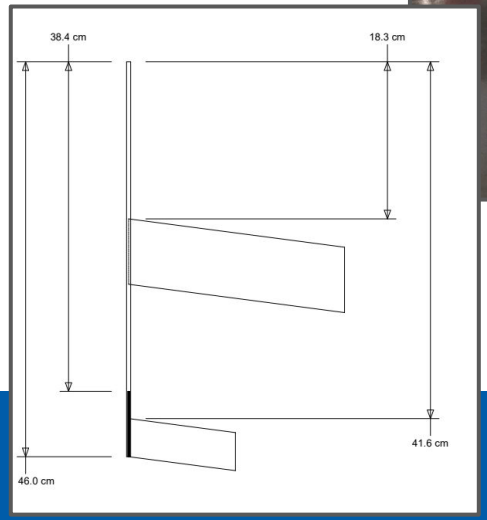
Cybersecurity

- Teacher highlighted by Cisco
- Development of a continuum of content across all courses in pathway
- 20-21: Students are completing 2 out of 3 CCNA courses.
- 21-22: Students will graduate with CCNA certifications.
- Hands-on experience with industry equipment and network design
- Connection with industry professionals



Aerospace Engineering

- Exploring the history of aviation
- Experimenting with control surfaces & flight
- Designing gliders in the computer lab
- Building & testing gliders

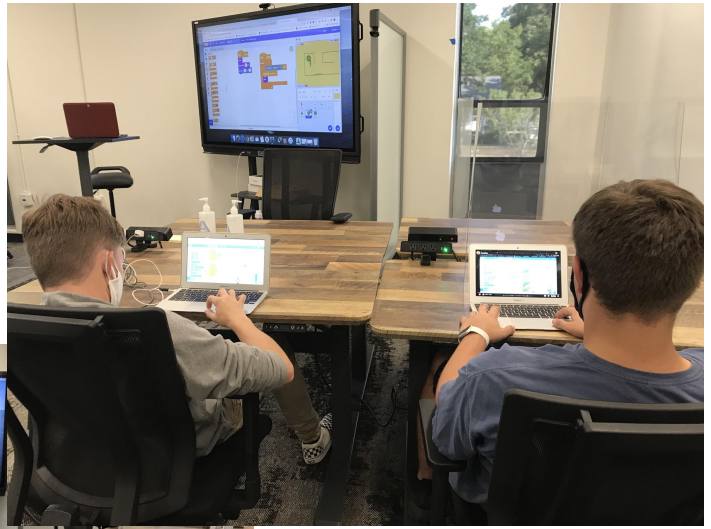


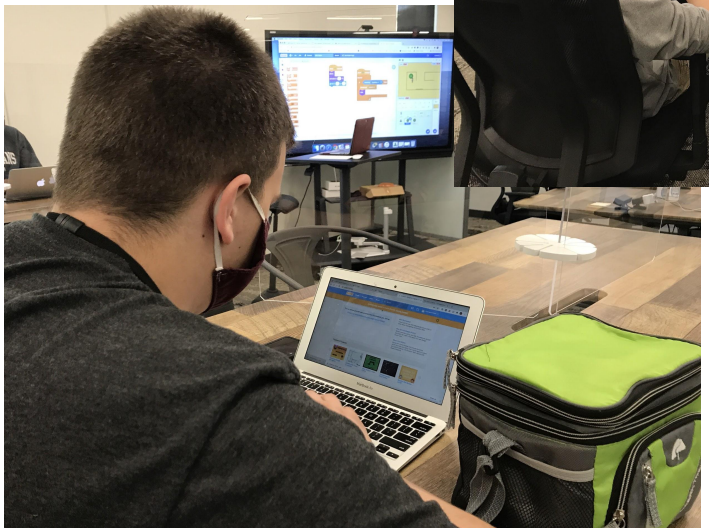
Civil Engineering

- Exploring architectural styles
- Building models of a facade and roof system
- Using REV-IT software for CAD modeling

Video Game Design

- New curriculum integration
- Industry terminology
- Intentional scope and sequence
- Utilization of gaming development sites
- Peer engagement and feedback





MILE Video

MIDLOTHIAN ISD
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2019-2020 Certification Data

Certification Types

3 Categories

- PER - Perkins Effectiveness Report
- IBC- Industry Based Certifications -

  TEA A-F Accountability
- Good for students

	MHS	HHS	Total
EMT	7	4	11
CNA	12	13	25
ASE	12	2	14
CPR	155	35	190
Food Handlers	110	31	141
AMSA Food Safety & Science ICEV	9		9
Bloodborne Pathogens	132		132
OnShape		80	80
Stop The Bleed	21		21
Emergency Care/First Aid	89		89
Federal Emergency Management	9		9
Child Abuse Prevention	20		20
OSHA	18	16	34
Employee Interview Skills	104	23	127
AWS D9.1	7		7
TDLR Cosmetology	1		1
Total	**711**	**239**	**910**

				HHS		MHS		Total	
	PER	IBC (A-F)	GFS	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Interview Skills			✓	7	23	59	104	66	127
ServSafe Food Handlers			✓		31	27	110	27	141
CPR			✓	14	35	117	155	131	190
CNA	✓	✓	✓	4	13	7	12	11	25
EMT	✓	✓	✓	10	4		7	10	11
AWS Welding	✓	✓	✓	5			7	5	7
TDLR Cosmetology	✓	✓	✓			3	1	3	1
ASE Automotive	✓	✓	✓	1	2	16	12	17	14
Texas Beef Cattle Nutrition Feeds & Feeding	✓		✓			17		17	
Texas Beef Cattle Quality Assurance	✓		✓			29		29	
Navarro College DC/NCCER Welding Level II		✓	✓	6				6	
Navarro College DC/NCCER Welding Level I		✓	✓	16				16	
HIPPA			✓			7		7	
TPWD Hunters EDU			✓	16				16	
AMSA Food Safety & Science iCEV			✓				9		9
Bloodborne Pathogens			✓				132		132
OnShape CAD			✓		80				80
Stop the Bleed			✓				21		21
Emergency Care/First Aid			✓				89		89
Federal Emergency Management			✓				9		9
Child Abuse Prevention			✓				20		20
OSHA			✓		16		18		34
Total				79	**204**	282	**706**	361	**910**

Certifications - By Type

Certification Types			
	HHS	**MHS**	**Total**
PER - Perkins Effectiveness Report	19	39	58
IBC - Industry Based Certifications (A-F)	19	39	58
Good for Students	**204**	**706**	**910**

Certifications - Year over Year

Year Over Year Certification Numbers			
	PER	IBC	Good for Students
2016-2017	3	N/A	No data
2017-2018	16	16	No data
2018-2019	75	68	361
2019-2020	58*	58*	**910**

*Due to COVID-19 unable to complete certifications in AWS Welding, Texas Beef Cattle Nutrition Feeds & Feeding, Texas Beef Cattle Assurance

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

2019-2020 Capstone Experience

Capstone Experience

Culminating experience for students in CTE programs.

Capstone Experience for students through CTE classes Include:

- Internships
- Panel presentations (INCubatoredu, PLTW Engineering)
- Student enterprises (Bistro)

Capstone Experience by Program of Study

	MHS			HHS		
	2018-2019	2019-2020	2020-2021 Projection	2018-2019	2019-2020	2020-2021 Projection
Health Science	4	19	25	14	17	20
Engineering	0	1	9	0	5	4
Business	5	9	7	0	0	0
INCubatoredu			40			36
Arts, AV and Graphic Design	0	2	1	2	2	0
Culinary Arts	2	6	24	0	0	14
Practicum in Culinary Arts			12			0
Education	3	2	3	4	0	0
Total	14	39	**121**	20	24	**74**

Capstone Experience Summary

	MHS	HHS	Total
2019	14	20	34
2020	39	24	63
2021 Projections	121	74	**195**

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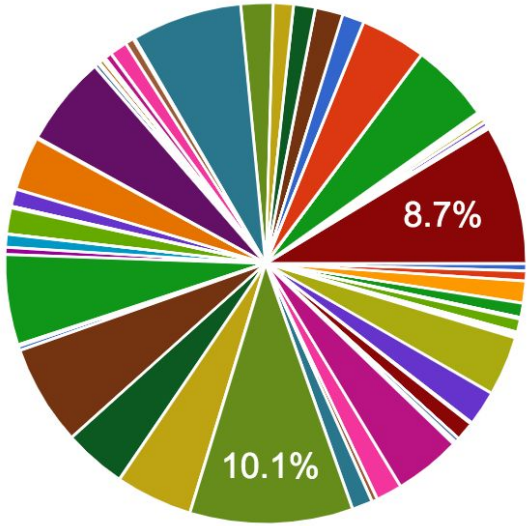
2019-2020
CTE Student Survey Data

Course Title

1,108 responses

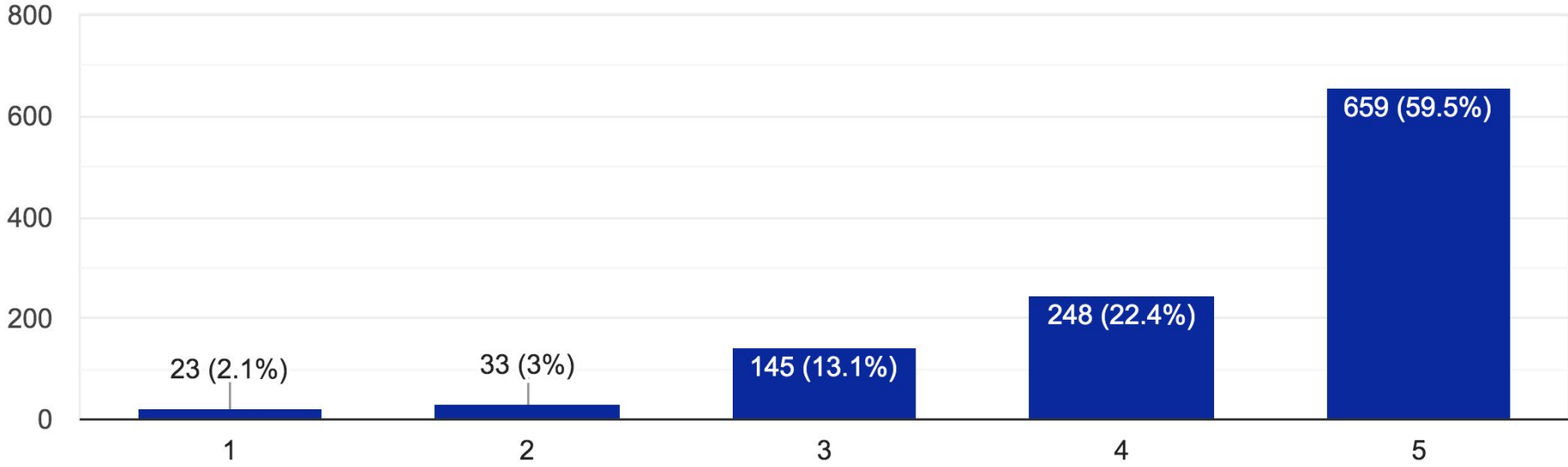


- Accounting I
- Advanced Animal Science
- Advanced Audio/Video Production
- Advanced Graphic Design
- Advanced Plant and Soil Science
- Advanced Video Game Programming
- Advertising
- Aerospace Engineering - PLTW

1/10

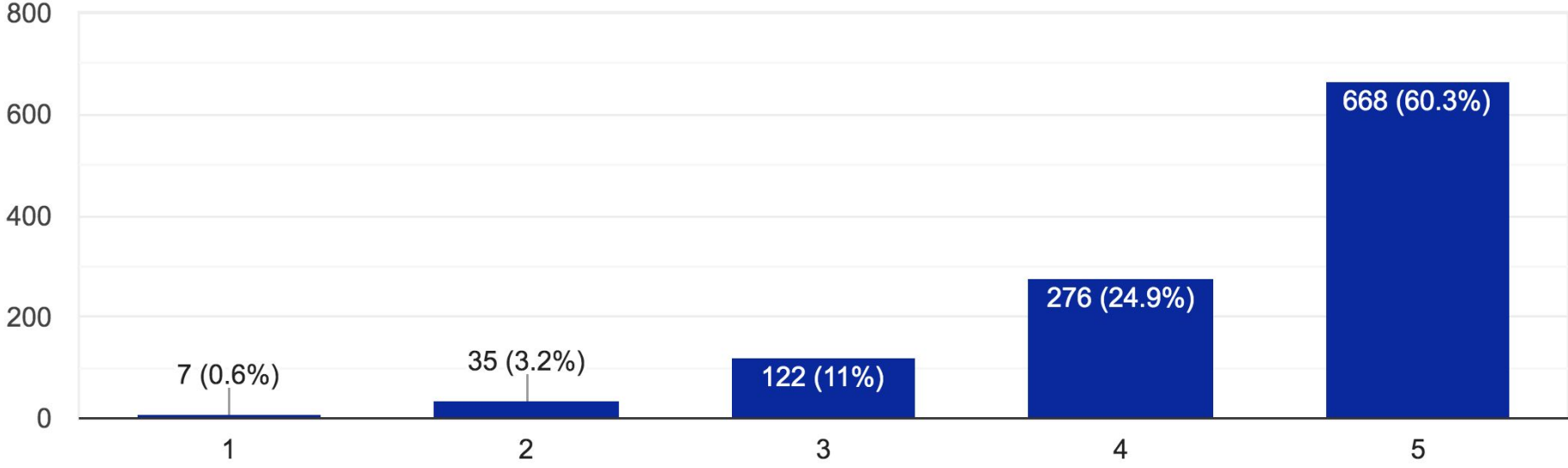
The units of study covered in this class were the ones I expected to cover.

1,108 responses



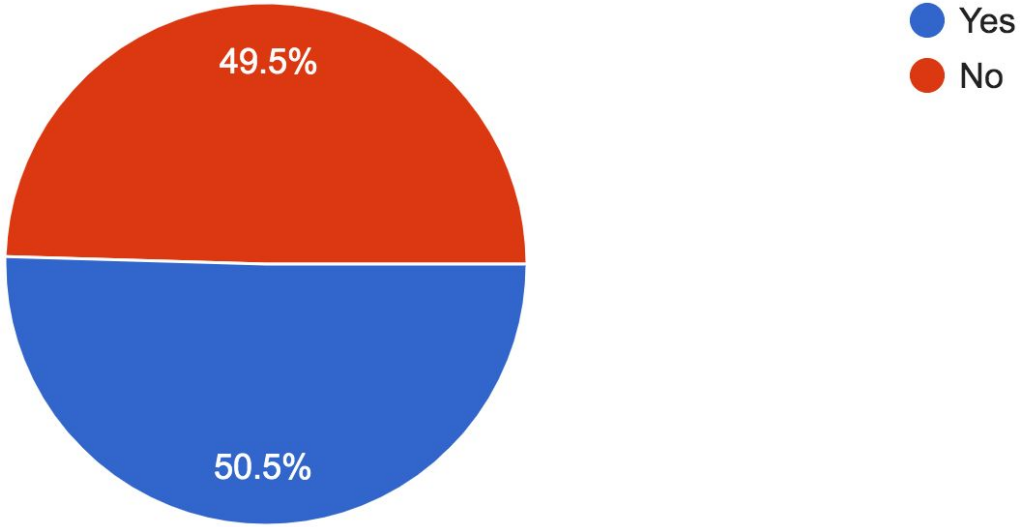
The course work in this class helped me learn new skills to prepare me for college and career or life endeavors.

1,108 responses



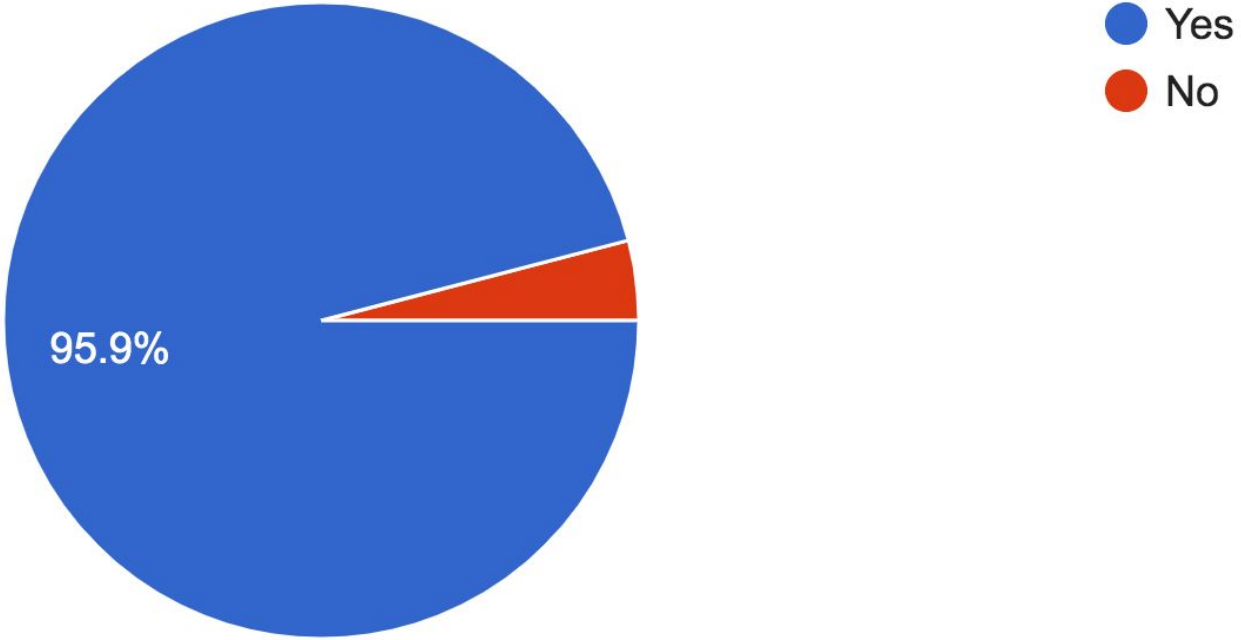
I plan to use this CTE sequence of courses as part of my major or course work in college.

1,108 responses



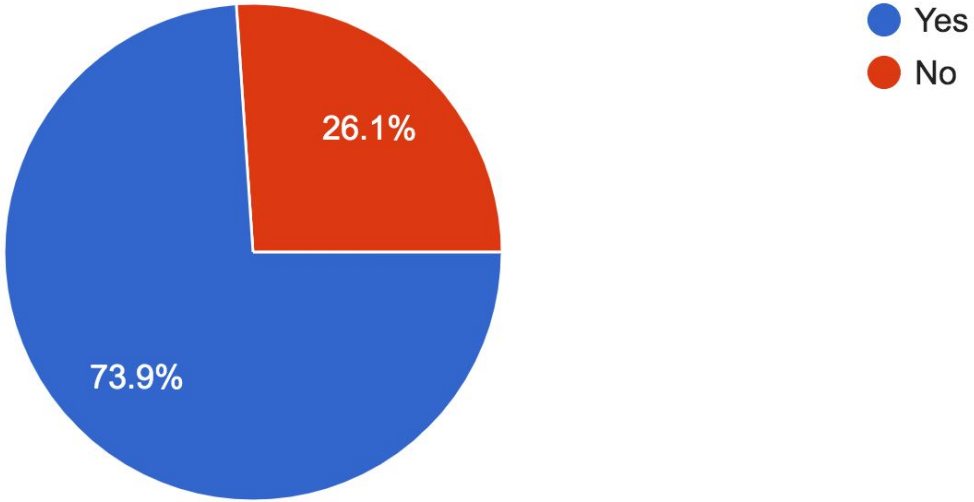
I would recommend this course to other students.

1,108 responses



If available, I would be interested in taking another, more advanced course like this one to enhance my skills in this career area.

1,108 responses



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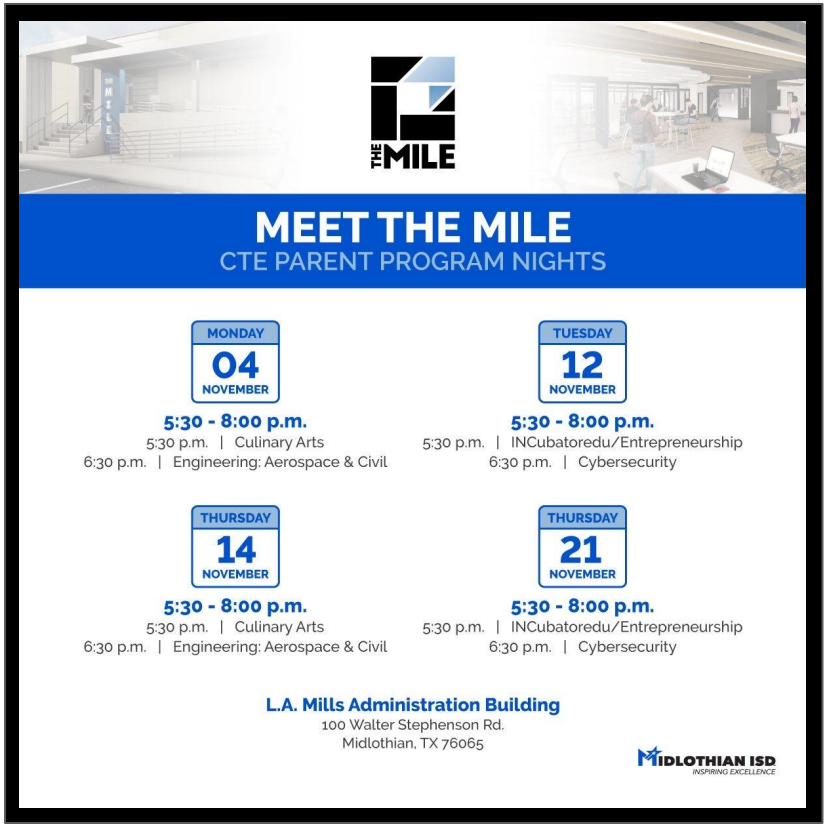
2019-2020 CTE Partnerships

CTE Video

Partnership Breakfasts

Campus and Parent Town Halls



Buckley Breakfast

Mentor Training

MIDLOTHIAN ISD
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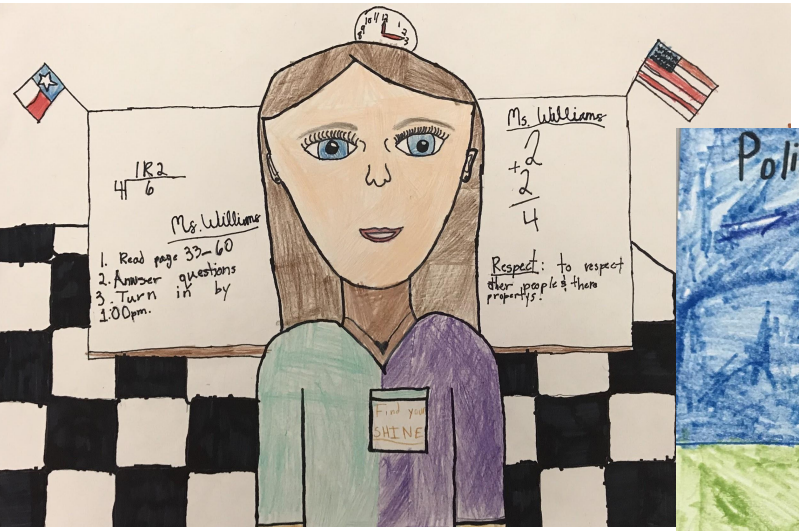
2019-2020
Pre-K to Professionals

Elementary Poster Contest

Winners announced virtually May 27

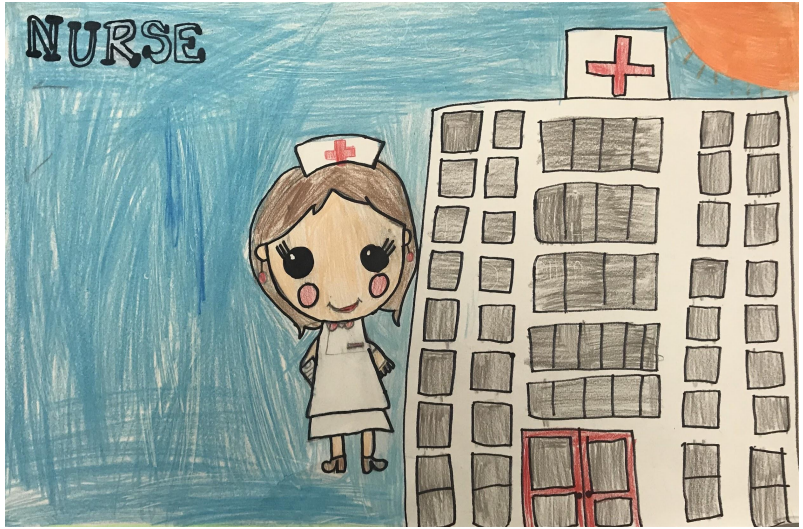

Ms. Williams
1. Read page 33-60
2. Answer questions
3. Turn in by 1:00pm.
Ms. Williams
Respect: to respect their people & there property's.

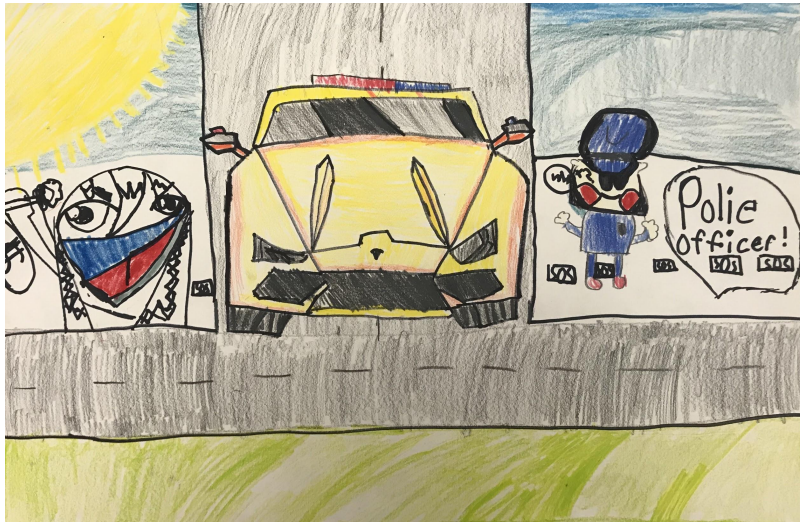
Police officr
Police officr

Zoo
ceper

Interior Designer
ok

#Find the cure for Cancer


NURSE

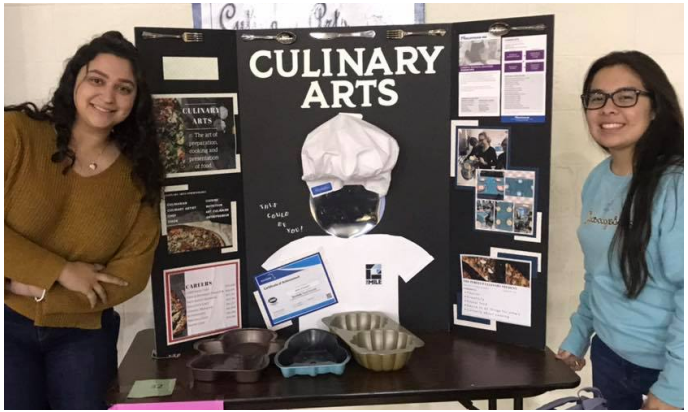

Polic
officer!

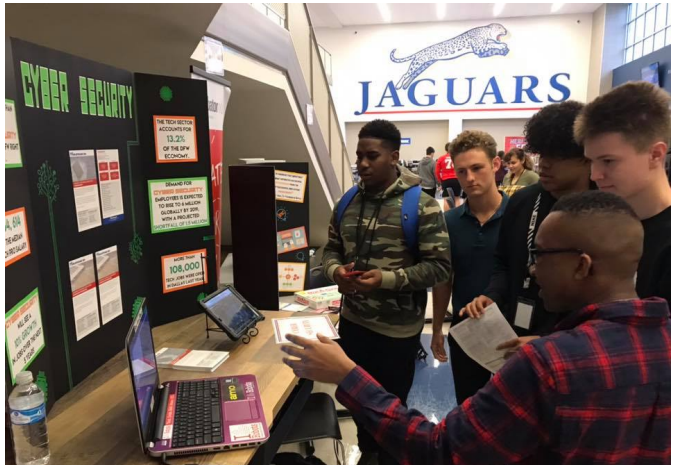
ARCHITECT

Pursuing My Career Passion

Course Fair

PANTHER
TV
RADIO
EDIA
Panther MEDIA


CULINARY ARTS


CYBER SECURITY
JAGUARS

Mock Interviews

50+ Volunteers

150+ Students

250+ Interviews

Hands-On Application

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

2019-2020 CTE Teachers

Professional Development

- Region 10 -

  Special Education in CTE

- Dale Carnegie

Teacher of the Year

Both high school campuses selected CTE teachers as Teacher of the Year!

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 1, 2020**	
Item:	**EIE/FNA Local Policy**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	EIE Local policy needs to be changed to reflect current practice that has been approved by the board. EIE Local needs to be updated to state standards based grading for K-3rd grades. FNA Local policy	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	EIE (Local) and FNA (Local)	
District Goal:	N/A	
Administration Recommended Option:	Information Only	
Motion:	Information only	
Presenter:	Shorr Heathcote	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

EIE/FNA (LOCAL) Policy

October 2020
EIE (LOCAL) and FNA (Local)

EIE (LOCAL)

Kindergarten–~~Grade 1~~ Grade 3	In kindergarten–grade ~~1~~ 3, promotion to the next grade level shall be based on a standards-based reporting system, which covers grade-level standards (essential knowledge and skills) for all subject areas. A student shall "meet standard" or above in three of the following areas: reading/language arts, mathematics, science, and social studies.
Grades ~~2–5~~ 4-5	For students in grades ~~2~~ 4–5, promotion to the next grade level shall be based on demonstrated proficiency, which includes all of the following: 1. A final grade average of at least 70 in reading; 2. A final combined grade average of at least 70 in language arts; 3. A final grade average of at least 70 in mathematics; 4. A final grade average of at least 70 in science; and 5. A final grade average of at least 70 in social studies.
Retention for ~~Grades 2–5~~ Grades 4-5	Failure to meet any one of the above criteria may result in retention of the student in his or her current grade level. The campus principal shall be responsible for the promotion of all students.

FNA (LOCAL)

Eligibility

Only students who are graduating and who hold one of the following positions of honor shall be eligible to use the limited public forum:

- Student council officers,
- Class officers of the graduating class

~~Only students who are graduating and are in leadership roles in campus activities, have performed community service, or have distinguished themselves academically by being in the top ten percent of the graduating class or by obtaining academic honor graduate status shall be eligible to use the limited public forum.~~

A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. All eligible students shall be given an opportunity to volunteer their names to be put on a list submitted to the graduating senior class. The graduating senior class shall then nominate speakers from among these names to make the opening and closing remarks. In the event that more than one name is nominated for either category, a random drawing (or drawings in the event that both categories have multiple nominations) shall be conducted to determine which students will speak.

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten–Grade ~~1~~3

In kindergarten–grade ~~1~~3, promotion to the next grade level shall be based on a standards-based reporting system, which covers grade-level standards (essential knowledge and skills) for all subject areas. A student shall "meet standard" or above in three of the following areas: reading/language arts, mathematics, science, and social studies.

Grades ~~4~~2–5

For students in grades ~~4~~2–5, promotion to the next grade level shall be based on demonstrated proficiency, which includes all of the following:

1. A final grade average of at least 70 in reading;
2. A final combined grade average of at least 70 in language arts;
3. A final grade average of at least 70 in mathematics;
4. A final grade average of at least 70 in science; and
5. A final grade average of at least 70 in social studies.

Retention for Grades ~~2~~4–5	Failure to meet any one of the above criteria may result in retention of the student in his or her current grade level. The campus principal shall be responsible for the promotion of all students.
Grades 6–8	In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: English/language arts and reading, mathematics, science, and social studies. The principal shall confer with the classroom teacher when decisions on promotion or retention differ. The final decision for retention shall be determined by the campus principal.
Grades 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
Accelerated Instruction	If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.
Grade Advancement Testing	Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.
Definition of "Parent"	For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]
Alternate Assessment Instrument	The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be

given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

Standards for Promotion Upon Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

Assignment of Retained Students

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or

2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:

    a. Recommendations from the student's teachers.

    b. Observed social and emotional development of the student.

Reducing Student Retention

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

Student Expression of Religious Viewpoints

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Nongraduation Events

The District hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

Introductory Speakers

Student speakers shall introduce:

1. Football games;
2. Opening announcements and greetings for the school day at the high school, middle school, and elementary school levels;
3. National and Junior Honor Society Induction ceremony;
4. Midlothian Education Foundation Top Five Percent banquet;
5. Athletic, FFA, band, choir, and other banquets; and
6. Senior Awards Night.

The forum shall be limited in the manner provided by this section on nongraduation events.

Eligibility and Selection

At the secondary level, only those students in the highest two grade levels of the school at which the student is publicly speaking who have had no disciplinary consequences for the current and preceding semester and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, members of the National Honor Society, student organization officers, and National Merit Finalists or Semifinalists.

At the elementary level, only those students in the highest two grade levels of the school at which the student is publicly speaking who have had no disciplinary consequences for the current and preceding semester and who hold the following positions of honor based on neutral criteria are eligible to use the limited public forum: those who have earned the "A" honor roll and have earned at a minimum an "E" in citizenship.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall

submit the student's name to the student council during an announced period of not less than three days.

The announced period shall occur at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn.

Assignment of Introductory Speakers

Each selected student shall be matched chronologically to the event for which the student shall be giving the introduction. Each student may rotate after each speaking event. The list of student speakers shall be chronologically repeated as needed, in the same order. The District may repeat the selection process each semester rather than once a year.

Content of Student Introductions

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event. A student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

For as long as there is a need to dispel confusion over the nonsponsorship of the student's speech, at each event in which a student shall deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the District."

Other Student Speakers

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions.

The District shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Graduation Ceremonies

Opening and Closing Remarks

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section on student speakers at graduation. [See also FMH(LEGAL)]

Eligibility

Only students who are graduating and ~~are in leadership roles in campus activities, have performed community service, or have distinguished themselves academically by being in the top ten percent of the graduating class or by obtaining academic honor graduate status shall be eligible to use the limited public forum.~~ Who hold one of the following positions of honor shall be eligible to use the limited public forum:

- Student council officers,
- Class officers of the graduating class

A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. All eligible students shall be given an opportunity to volunteer their names to be put on a list submitted to the graduating senior class. The graduating senior class shall then nominate speakers from among these names to make the opening and closing remarks. In the event that more than one name is nominated for either category, a random drawing (or drawings in the event that both categories have multiple nominations) shall be conducted to determine which students will speak.

Content of Opening and Closing Remarks

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event.

Other Student Graduation Speakers

In addition to the students giving the opening and closing remarks, the valedictorian and salutatorian may have speaking roles at graduation ceremonies.

For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the District or the board of trustees, or the District's administration, or employees of the District, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the District refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

Religious Expression in Class Assignments

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

Freedom to Organize Religious Groups and Activities

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to

organize other noncurricular student activities and groups. [See FNAB(LOCAL)] Religious groups must be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the groups' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of noncurricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**October 19, 2020**	
Item:	**Business Reports**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	Financial reports for the period ending September 30, 2020, are provided for Board review.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	N/A	
Motion:	Report only – no motion required	
Presenter:	Jim Norris	

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT

Midlothian, Texas

BOARD REPORT

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Construction Report	25

October 19, 2020

SUMMARY OF TAX DEPOSITS 2020 - 21

	5711 M & O Current	5712 M & O Prior	5719 Penalties & Interest	Total Maintenance & Operations	5711 I & S Current	5712 I & S Prior	5719 Penalties & Interest	Total Interest & Sinking
YTD MONTHLY TAX RECEIPTS --								
July-20	99,411.44	18,249.55	13,187.92	130,848.91	51,243.07	8,773.82	6,679.27	66,696.16
August-20	4,475.24	73,850.12	5,062.81	83,388.17	2,306.83	35,504.86	2,582.99	40,394.68
September-20	67,420.67	8,856.44	8,649.01	84,926.12	34,752.91	3,782.56	3,802.89	42,338.36
October-20				-				-
November-20				-				-
December-20				-				-
January-21				-				-
February-21				-				-
March-21				-				-
April-21				-				-
May-21				-				-
June-21				-				-
YTD	$171,307.35	$100,956.11	$26,899.74	$299,163.20	$88,302.81	$48,061.24	$13,065.15	$149,429.20
Less TIRZ				0.00				
Non-TIRZ YTD	$171,307.35	$100,956.11	$26,899.74	$299,163.20	$88,302.81	$48,061.24	$13,065.15	$149,429.20
Budget 20-21, non-TIRZ	$45,309,733.00	$200,000.00	$128,000.00	$45,637,733.00	$ 27,934,986.00	$75,000.00	$60,000.00	$28,069,986.00
Percent Collected	0.38%	50.48%	21.02%	0.66%	0.32%	64.08%	21.78%	0.53%
Revenue Collected (over)/under budget	$45,138,425.65	$99,043.89	$101,100.26	$45,338,569.80	$27,846,683.19	$26,938.76	$46,934.85	$27,920,556.80

SUMMARY OF TAX DEPOSITS 2020 - 21

Ellis County Tax Office													
Collection date	Deposit date	5711 M & O Current	5712 M & O Prior	5719 Penalties & Interest	5712.01 M & O CED	5719.01 P&I CED	5719.02 Rendition Penalty	Total Maintenance & Operations		5711 I & S Current	5712 I & S Prior	5719 Penalties & Interest	Total Interest & Sinking
		September											
09/01/20	09/08/20	5,597.49	0.00	1,022.58				6,620.07	*	2,885.30	0.00	527.11	3,412.41
09/02/20	09/08/20	386.33	1,196.48	562.45			(0.26)	2,145.00	*	199.13	575.23	273.00	1,047.36
09/03/20	09/09/20	942.95	0.00	162.64				1,105.59	*	486.05	0.00	83.85	569.90
09/04/20	09/10/20	237.50	4,614.38	3,121.53				7,973.41	*	122.42	1,743.10	1,023.47	2,888.99
09/08/20	09/11/20	61,225.38	1,946.59	1,523.66				64,695.63	*	31,559.47	935.87	759.36	33,254.70
09/09/20	09/14/20	2,187.60	0.00	437.51				2,625.11	*	1,127.63	0.00	225.53	1,353.16
09/10/20	09/15/20	251.01	0.00	38.86				289.87	*	129.38	0.00	20.03	149.41
09/11/20	09/16/20	255.80	0.00	51.15				306.95	*	131.84	0.00	26.38	158.22
09/14/20		(6,213.92)	0.00	38.27			(1.58)	(6,177.23)		(3,203.04)	0.00	19.72	(3,183.32)
09/15/20		(90.98)	(655.48)	43.23				(703.23)		(46.89)	(315.14)	22.29	(339.74)
09/16/20		17.45	239.52	186.65				443.62		8.99	115.14	89.86	213.99
09/17/20		577.93	523.13	282.99				1,384.05		297.90	251.50	140.06	689.46
09/18/20		2,845.00	0.00	568.99				3,413.99		1,466.50	0.00	293.30	1,759.80
09/23/20		93.87	0.00	18.77				112.64		48.39	0.00	9.68	58.07
09/24/20		(793.34)	0.00	7.36				(785.98)		(408.93)	0.00	3.79	(405.14)
09/25/20		(739.50)	441.93	141.94				(155.63)		(381.18)	212.47	68.40	(100.31)
09/28/20		640.10	0.00	128.02				768.12		329.95	0.00	65.99	395.94
09/29/20		0.00	542.50	308.33				850.83		0.00	260.83	148.23	409.06
09/30/20		0.00	7.39	5.92				13.31		0.00	3.56	2.84	6.40
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
Month's totals		67,420.67	8,856.44	8,650.85	-	-	(1.84)	84,926.12		34,752.91	3,782.56	3,802.89	42,338.36

FND	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
170	Revenue	90,302.00	90,302.00	19,472.91	21,528.00	23.84	0.00	68,774.00
170	Expense	280,457.00	280,457.00	23,971.84	36,666.32	16.48	9,552.36	234,238.32
170	A. H. MEADOWS LIBRARY FUND	-190,155.00	-190,155.00	-4,498.93	-15,138.32	12.98	-9,552.36	-165,464.32
180	Revenue	365,003.00	365,003.00	61,119.88	71,775.62	19.66	0.00	293,227.38
180	Expense	1,094,224.00	1,094,224.00	97,891.35	215,911.56	28.91	100,428.67	777,883.77
180	ATHLETIC DEPARTMENT FUND	-729,221.00	-729,221.00	-36,771.47	-144,135.94	33.54	-100,428.67	-484,656.39
198	Revenue	0.00	0.00	113.05	113.05	0.00	0.00	-113.05
198	Expense	0.00	335,000.00	23,298.54	47,244.75	33.69	65,600.00	222,155.25
198	COVID 19	0.00	-335,000.00	-23,185.49	-47,131.70	33.65	-65,600.00	-222,268.30
199	Revenue	95,842,614.00	95,857,014.00	9,164,817.80	10,238,397.53	10.57	-101,846.81	85,720,463.28
199	Expense	94,923,238.00	97,091,866.00	12,983,695.32	19,156,121.20	23.61	3,762,460.51	74,173,284.29
199	GENERAL FUND	919,376.00	-1,234,852.00	-3,818,877.52	-8,917,723.67	1,035.11	-3,864,307.32	11,547,178.99
240	Revenue	3,878,416.00	3,893,416.00	274,695.85	301,455.93	7.74	0.00	3,591,960.07
240	Expense	3,690,183.00	3,705,183.00	104,849.81	195,510.72	6.38	40,761.96	3,468,910.32
240	FOOD SERVICE	188,233.00	188,233.00	169,846.04	105,945.21	34.63	-40,761.96	123,049.75
599	Revenue	28,637,450.00	61,532,220.00	43,093.36	33,049,212.49	53.71	0.00	28,483,007.51
599	Expense	28,637,450.00	28,844,784.00	0.00	41,409,212.43	143.59	10,000.00	-12,574,428.43
599	DEBT SERVICE	0.00	32,687,436.00	43,093.36	-8,359,999.94	-25.61	-10,000.00	41,057,435.94
	Grand Revenue Totals	128,813,785.00	161,737,955.00	9,563,312.85	43,682,482.62	26.95	-101,846.81	118,157,319.19
	Grand Expense Totals	128,625,552.00	131,351,514.00	13,233,706.86	61,060,666.98	49.52	3,988,803.50	66,302,043.52
	Grand Totals	188,233.00	30,386,441.00	3,670,394.01	17,378,184.36	-57.19	4,090,650.31	51,855,275.67
		Profit	Profit	Loss	Loss		Loss	Profit

Number of Accounts: 4895

********** **End of report** **********

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
170			A. H. MEADOWS LIBRARY FUND							
R			Revenue							
00										
170	00	57	REVENUE-LOCAL & INTERMED	75,000.00	75,000.00	18,339.75	18,339.75	24.45	0.00	56,660.25
170	00	58	STATE PROGRAM REVENUES	15,302.00	15,302.00	1,133.16	3,188.25	20.84	0.00	12,113.75
170	00	--		90,302.00	90,302.00	19,472.91	21,528.00	23.84	0.00	68,774.00
170	--	--	Revenue	90,302.00	90,302.00	19,472.91	21,528.00	23.84	0.00	68,774.00

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
170			A. H. MEADOWS LIBRARY FUND							
E			Expense							
12			INST. RESOURCES & MEDIA SVCS							
170	12	61	PAYROLL COSTS	165,498.00	165,498.00	18,964.24	28,919.16	17.47	0.00	136,578.84
170	12	62	PURCHASE & CONTRACTED SVS	3,192.00	3,192.00	132.63	265.26	49.86	1,326.30	1,600.44
170	12	63	SUPPLIES AND MATERIALS	38,308.00	38,308.00	662.00	2,262.01	27.38	8,226.06	27,819.93
170	12	64	OTHER OPERATING EXPENSES	250.00	250.00	0.00	0.00	0.00	0.00	250.00
170	12	--	INST. RESOURCES & MEDIA SVCS	207,248.00	207,248.00	19,758.87	31,446.43	19.78	9,552.36	166,249.21
13			CURRICULUM DEV.& INST.STF DEV							
170	13	64	OTHER OPERATING EXPENSES	1,250.00	1,250.00	0.00	0.00	0.00	0.00	1,250.00
170	13	--	CURRICULUM DEV.& INST.STF DEV	1,250.00	1,250.00	0.00	0.00	0.00	0.00	1,250.00
52			SECURITY & MONITORING SERVICES							
170	52	61	PAYROLL COSTS	71,959.00	71,959.00	4,212.97	5,219.89	7.25	0.00	66,739.11
170	52	--	SECURITY & MONITORING SERVICES	71,959.00	71,959.00	4,212.97	5,219.89	7.25	0.00	66,739.11
170	--	--	Expense	280,457.00	280,457.00	23,971.84	36,666.32	16.48	9,552.36	234,238.32
170	--	--	A. H. MEADOWS LIBRARY FUND	-190,155.00	-190,155.00	-4,498.93	-15,138.32	12.98	-9,552.36	-165,464.32

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
180			ATHLETIC DEPARTMENT FUND							
R			Revenue							
00										
180	00	57	REVENUE-LOCAL & INTERMED	364,961.00	364,961.00	60,834.87	71,483.61	19.59	0.00	293,477.39
180	00	58	STATE PROGRAM REVENUES	42.00	42.00	285.01	292.01	695.26	0.00	-250.01
180	00	--		365,003.00	365,003.00	61,119.88	71,775.62	19.66	0.00	293,227.38
180	--	--	Revenue	365,003.00	365,003.00	61,119.88	71,775.62	19.66	0.00	293,227.38

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
180			ATHLETIC DEPARTMENT FUND							
E			Expense							
36			COCURR./EXTRACURR.ACTIVITIES							
180	36	61	PAYROLL COSTS	89,700.00	89,700.00	5,820.88	7,429.80	8.28	0.00	82,270.20
180	36	62	PURCHASE & CONTRACTED SVS	198,160.00	204,230.00	1,396.59	54,500.57	30.43	7,638.17	142,091.26
180	36	63	SUPPLIES AND MATERIALS	357,514.00	360,382.92	53,116.09	92,527.46	48.20	81,164.87	186,690.59
180	36	64	OTHER OPERATING EXPENSES	447,350.00	438,411.08	37,487.70	61,313.35	16.64	11,625.63	365,472.10
180	36	--	COCURR./EXTRACURR.ACTIVITIES	1,092,724.00	1,092,724.00	97,821.26	215,771.18	28.94	100,428.67	776,524.15
51			PLANT MAINTENANCE & OPERATIONS							
180	51	62	PURCHASE & CONTRACTED SVS	1,500.00	1,500.00	70.09	140.38	9.36	0.00	1,359.62
180	51	--	PLANT MAINTENANCE & OPERATIONS	1,500.00	1,500.00	70.09	140.38	9.36	0.00	1,359.62
180	--	--	Expense	1,094,224.00	1,094,224.00	97,891.35	215,911.56	28.91	100,428.67	777,883.77
180	--	--	ATHLETIC DEPARTMENT FUND	-729,221.00	-729,221.00	-36,771.47	-144,135.94	33.54	-100,428.67	-484,656.39

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
198			COVID 19							
R			Revenue							
00										
198	00	58	STATE PROGRAM REVENUES	0.00	0.00	113.05	113.05	0.00	0.00	-113.05
198	00	--		0.00	0.00	113.05	113.05	0.00	0.00	-113.05
198	--	--	Revenue	0.00	0.00	113.05	113.05	0.00	0.00	-113.05

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
198			COVID 19							
E			Expense							
11			INSTRUCTION							
198	11	61	PAYROLL COSTS	0.00	0.00	12,250.10	12,250.10	0.00	0.00	-12,250.10
198	11	63	SUPPLIES AND MATERIALS	0.00	145,000.00	1,882.80	18,287.44	57.85	65,600.00	61,112.56
198	11	--	INSTRUCTION	0.00	145,000.00	14,132.90	30,537.54	66.30	65,600.00	48,862.46
33			HEALTH SERVICES							
198	33	63	SUPPLIES AND MATERIALS	0.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00
198	33	--	HEALTH SERVICES	0.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00
34			PUPIL TRANSPORTATION							
198	34	64	OTHER OPERATING EXPENSES	0.00	0.00	3,005.60	4,552.60	0.00	0.00	-4,552.60
198	34	--	PUPIL TRANSPORTATION	0.00	0.00	3,005.60	4,552.60	0.00	0.00	-4,552.60
51			PLANT MAINTENANCE & OPERATIONS							
198	51	62	PURCHASE & CONTRACTED SVS	0.00	0.00	6,160.04	12,154.61	0.00	0.00	-12,154.61
198	51	63	SUPPLIES AND MATERIALS	0.00	180,000.00	0.00	0.00	0.00	0.00	180,000.00
198	51	--	PLANT MAINTENANCE & OPERATIONS	0.00	180,000.00	6,160.04	12,154.61	6.75	0.00	167,845.39
198	--	--	Expense	0.00	335,000.00	23,298.54	47,244.75	33.69	65,600.00	222,155.25
198	--	--	COVID 19	0.00	-335,000.00	-23,185.49	-47,131.70	33.65	-65,600.00	-222,268.30

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
R			Revenue							
00										
199	00	57	REVENUE-LOCAL & INTERMED	53,431,917.00	53,446,317.00	249,032.94	591,504.67	1.11	0.00	52,854,812.33
199	00	58	STATE PROGRAM REVENUES	41,331,197.00	41,331,197.00	8,913,482.90	9,622,034.85	23.28	0.00	31,709,162.15
199	00	59	FEDERAL PROGRAM REVENUES	1,079,500.00	1,079,500.00	2,301.96	24,858.01	-7.13	-101,846.81	1,156,488.80
199	00	--		95,842,614.00	95,857,014.00	9,164,817.80	10,238,397.53	10.57	-101,846.81	85,720,463.28
199	--	--	Revenue	95,842,614.00	95,857,014.00	9,164,817.80	10,238,397.53	10.57	-101,846.81	85,720,463.28

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
11			INSTRUCTION							
199	11	61	PAYROLL COSTS	48,009,003.00	48,959,973.50	8,587,176.17	9,396,297.82	19.19	0.00	39,563,675.68
199	11	62	PURCHASE & CONTRACTED SVS	760,272.00	807,115.00	44,084.36	87,010.63	71.04	486,395.30	233,709.07
199	11	63	SUPPLIES AND MATERIALS	2,352,296.00	2,329,616.47	199,056.57	536,584.83	54.30	728,442.39	1,064,589.25
199	11	64	OTHER OPERATING EXPENSES	122,119.00	121,462.03	4,239.91	12,587.05	29.40	23,127.09	85,747.89
199	11	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	5,885.00	0.00	0.00	100.00	5,885.00	0.00
199	11	--	INSTRUCTION	51,243,690.00	52,224,052.00	8,834,557.01	10,032,480.33	21.59	1,243,849.78	40,947,721.89
12			INST. RESOURCES & MEDIA SVCS							
199	12	61	PAYROLL COSTS	777,937.00	777,937.00	150,092.84	160,847.66	20.68	0.00	617,089.34
199	12	62	PURCHASE & CONTRACTED SVS	1,075.00	1,075.00	0.00	0.00	0.00	0.00	1,075.00
199	12	63	SUPPLIES AND MATERIALS	105,278.00	105,278.00	22,891.12	23,706.05	39.09	17,446.68	64,125.27
199	12	64	OTHER OPERATING EXPENSES	2,030.00	2,030.00	0.00	0.00	0.00	0.00	2,030.00
199	12	--	INST. RESOURCES & MEDIA SVCS	886,320.00	886,320.00	172,983.96	184,553.71	22.79	17,446.68	684,319.61
13			CURRICULUM DEV.& INST.STF DEV							
199	13	61	PAYROLL COSTS	905,048.00	939,712.00	184,670.74	282,476.83	30.06	0.00	657,235.17
199	13	62	PURCHASE & CONTRACTED SVS	95,350.00	97,502.00	8,500.00	14,166.67	62.66	46,928.72	36,406.61
199	13	63	SUPPLIES AND MATERIALS	37,466.00	47,560.00	2,075.47	14,128.66	35.42	2,716.08	30,715.26
199	13	64	OTHER OPERATING EXPENSES	314,509.00	259,137.00	1,268.29	109,206.23	52.34	26,415.66	123,515.11
199	13	--	CURRICULUM DEV.& INST.STF DEV	1,352,373.00	1,343,911.00	196,514.50	419,978.39	36.91	76,060.46	847,872.15
21			INSTRUCTIONAL LEADERSHIP							
199	21	61	PAYROLL COSTS	1,089,849.00	1,089,849.00	81,193.94	259,761.35	23.83	0.00	830,087.65
199	21	62	PURCHASE & CONTRACTED SVS	11,931.00	10,811.00	144.05	1,623.15	52.98	4,104.00	5,083.85
199	21	63	SUPPLIES AND MATERIALS	29,766.00	26,886.00	1,768.97	1,788.77	26.29	5,280.45	19,816.78
199	21	64	OTHER OPERATING EXPENSES	30,380.00	30,380.00	250.00	1,029.00	7.55	1,265.00	28,086.00
199	21	--	INSTRUCTIONAL LEADERSHIP	1,161,926.00	1,157,926.00	83,356.96	264,202.27	23.74	10,649.45	883,074.28

FUND	FUNC	OB	OBJ		2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199				GENERAL FUND							
E				Expense							
23				SCHOOL LEADERSHIP							
199	23	61	PAYROLL COSTS		4,643,329.00	4,643,329.00	660,617.66	1,147,068.31	24.70	0.00	3,496,260.69
199	23	62	PURCHASE & CONTRACTED SVS		22,900.00	22,900.00	506.16	506.16	94.46	21,124.79	1,269.05
199	23	63	SUPPLIES AND MATERIALS		49,560.00	50,729.00	9,708.62	19,199.30	41.80	2,006.23	29,523.47
199	23	64	OTHER OPERATING EXPENSES		60,180.00	55,511.00	2,413.54	8,501.54	19.37	2,253.46	44,756.00
199	23	--	SCHOOL LEADERSHIP		4,775,969.00	4,772,469.00	673,245.98	1,175,275.31	25.16	25,384.48	3,571,809.21
31				GUIDANCE & COUNSELING							
199	31	61	PAYROLL COSTS		3,152,456.00	3,152,456.00	470,796.06	710,978.48	22.55	0.00	2,441,477.52
199	31	62	PURCHASE & CONTRACTED SVS		1,500.00	1,500.00	0.00	0.00	66.67	1,000.00	500.00
199	31	63	SUPPLIES AND MATERIALS		53,005.00	52,955.00	146.45	29,119.42	56.32	706.72	23,128.86
199	31	64	OTHER OPERATING EXPENSES		22,160.00	22,210.00	3,000.00	4,449.00	26.18	1,365.06	16,395.94
199	31	--	GUIDANCE & COUNSELING		3,229,121.00	3,229,121.00	473,942.51	744,546.90	23.15	3,071.78	2,481,502.32
33				HEALTH SERVICES							
199	33	61	PAYROLL COSTS		1,032,911.00	1,032,911.00	185,784.31	200,936.38	19.45	0.00	831,974.62
199	33	62	PURCHASE & CONTRACTED SVS		41,035.00	40,950.00	770.00	770.00	1.88	0.00	40,180.00
199	33	63	SUPPLIES AND MATERIALS		31,823.00	32,308.00	89,453.40	89,723.00	297.01	6,235.88	-63,650.88
199	33	64	OTHER OPERATING EXPENSES		4,160.00	3,760.00	0.00	0.00	0.00	0.00	3,760.00
199	33	--	HEALTH SERVICES		1,109,929.00	1,109,929.00	276,007.71	291,429.38	26.82	6,235.88	812,263.74
34				PUPIL TRANSPORTATION							
199	34	61	PAYROLL COSTS		2,059,632.00	2,059,632.00	253,697.48	358,996.53	17.43	0.00	1,700,635.47
199	34	62	PURCHASE & CONTRACTED SVS		122,500.00	122,500.00	19,075.92	46,796.49	45.09	8,441.09	67,262.42
199	34	63	SUPPLIES AND MATERIALS		589,001.00	589,001.00	29,992.97	84,431.26	19.67	31,428.35	473,141.39
199	34	64	OTHER OPERATING EXPENSES		-291,425.00	-291,425.00	-28,671.28	47,637.76	-16.44	268.34	-339,331.10
199	34	66	CPTL OUTLY LAND BLDG & EQUIP		0.00	394,228.00	0.00	394,228.00	100.00	0.00	0.00
199	34	--	PUPIL TRANSPORTATION		2,479,708.00	2,873,936.00	274,095.09	932,090.04	33.83	40,137.78	1,901,708.18

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
36			COCURR./EXTRACURR.ACTIVITIES							
199	36	61	PAYROLL COSTS	2,427,783.00	2,440,583.00	454,366.58	618,280.92	25.33	0.00	1,822,302.08
199	36	62	PURCHASE & CONTRACTED SVS	96,227.00	91,052.00	2,021.93	14,330.79	62.50	42,572.94	34,148.27
199	36	63	SUPPLIES AND MATERIALS	146,579.00	117,954.00	3,022.81	5,119.81	16.28	14,082.60	98,751.59
199	36	64	OTHER OPERATING EXPENSES	577,759.00	578,159.00	43,151.00	45,184.50	8.40	3,370.00	529,604.50
199	36	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	20,600.00	20,558.00	20,558.00	99.80	0.00	42.00
199	36	--	COCURR./EXTRACURR.ACTIVITIES	3,248,348.00	3,248,348.00	523,120.32	703,474.02	23.50	60,025.54	2,484,848.44
41			GENERAL ADMINISTRATION							
199	41	61	PAYROLL COSTS	2,508,518.00	2,508,518.00	218,074.04	638,524.89	25.45	0.00	1,869,993.11
199	41	62	PURCHASE & CONTRACTED SVS	845,746.00	816,742.18	35,954.89	91,819.00	58.53	386,225.46	338,697.72
199	41	63	SUPPLIES AND MATERIALS	116,899.00	139,669.02	10,224.60	40,518.68	41.79	17,852.02	81,298.32
199	41	64	OTHER OPERATING EXPENSES	218,968.00	225,201.80	14,810.53	67,373.13	42.61	28,590.00	129,238.67
199	41	--	GENERAL ADMINISTRATION	3,690,131.00	3,690,131.00	279,064.06	838,235.70	34.44	432,667.48	2,419,227.82
51			PLANT MAINTENANCE & OPERATIONS							
199	51	61	PAYROLL COSTS	4,216,223.00	5,024,323.00	314,093.39	928,669.05	18.48	0.00	4,095,653.95
199	51	62	PURCHASE & CONTRACTED SVS	3,375,670.00	3,387,095.00	384,120.88	672,496.67	27.52	259,677.45	2,454,920.88
199	51	63	SUPPLIES AND MATERIALS	858,255.00	792,256.57	59,625.76	154,242.66	33.14	108,340.37	529,673.54
199	51	64	OTHER OPERATING EXPENSES	882,100.00	940,198.43	105,606.43	859,305.68	99.46	75,769.07	5,123.68
199	51	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	46,957.00	15,644.59	15,644.59	47.16	6,500.00	24,812.41
199	51	--	PLANT MAINTENANCE & OPERATIONS	9,332,248.00	10,190,830.00	879,091.05	2,630,358.65	30.23	450,286.89	7,110,184.46
52			SECURITY & MONITORING SERVICES							
199	52	61	PAYROLL COSTS	305,461.00	305,461.00	42,802.98	49,256.26	16.13	0.00	256,204.74
199	52	62	PURCHASE & CONTRACTED SVS	818,425.00	895,113.00	1,751.95	5,381.74	96.03	854,188.26	35,543.00
199	52	63	SUPPLIES AND MATERIALS	155,275.00	110,117.00	5,090.49	42,410.93	53.36	16,343.29	51,362.78
199	52	64	OTHER OPERATING EXPENSES	63,204.00	42,388.00	0.00	0.00	76.35	32,363.00	10,025.00
199	52	--	SECURITY & MONITORING SERVICES	1,342,365.00	1,353,079.00	49,645.42	97,048.93	73.90	902,894.55	353,135.52

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
53			DATA PROCESSING SERVICES							
199	53	61	PAYROLL COSTS	1,314,233.00	1,315,294.00	109,002.67	312,241.82	23.74	0.00	1,003,052.18
199	53	62	PURCHASE & CONTRACTED SVS	58,450.00	77,477.00	10,480.00	22,068.00	77.32	37,835.10	17,573.90
199	53	63	SUPPLIES AND MATERIALS	588,718.00	566,277.00	12,283.40	199,114.05	39.12	22,392.32	344,770.63
199	53	64	OTHER OPERATING EXPENSES	20,035.00	18,974.00	1,387.00	1,387.00	33.66	5,000.00	12,587.00
199	53	--	DATA PROCESSING SERVICES	1,981,436.00	1,978,022.00	133,153.07	534,810.87	30.34	65,227.42	1,377,983.71
61			COMMUNITY SERVICES							
199	61	61	PAYROLL COSTS	8,500.00	8,500.00	0.00	0.00	0.00	0.00	8,500.00
199	61	--	COMMUNITY SERVICES	8,500.00	8,500.00	0.00	0.00	0.00	0.00	8,500.00
71			DEBT SERVICES							
199	71	65	DEBT SERVICE	228,602.00	172,720.00	0.00	172,719.02	100.00	0.00	0.98
199	71	--	DEBT SERVICES	228,602.00	172,720.00	0.00	172,719.02	100.00	0.00	0.98
95			PYMTS.TO JJAEP PROGRAMS							
199	95	62	PURCHASE & CONTRACTED SVS	60,000.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00
199	95	--	PYMTS.TO JJAEP PROGRAMS	60,000.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00
97			PAYMENTS TO TAX INCREMENT FUND							
199	97	64	OTHER OPERATING EXPENSES	8,200,572.00	8,200,572.00	0.00	0.00	0.00	0.00	8,200,572.00
199	97	--	PAYMENTS TO TAX INCREMENT FUND	8,200,572.00	8,200,572.00	0.00	0.00	0.00	0.00	8,200,572.00
99			Tax Costs							
199	99	62	PURCHASE & CONTRACTED SVS	592,000.00	592,000.00	134,917.68	134,917.68	95.18	428,522.34	28,559.98
199	99	--	Tax Costs	592,000.00	592,000.00	134,917.68	134,917.68	95.18	428,522.34	28,559.98

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
00										
199	--	--	Expense	94,923,238.00	97,091,866.00	12,983,695.32	19,156,121.20	23.61	3,762,460.51	74,173,284.29
199	--	--	GENERAL FUND	919,376.00	-1,234,852.00	-3,818,877.52	-8,917,723.67	1,035.11	-3,864,307.32	11,547,178.99

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
240			FOOD SERVICE							
R			Revenue							
00										
240	00	57	REVENUE-LOCAL & INTERMED	2,438,261.00	2,453,261.00	97,055.54	118,139.09	4.82	0.00	2,335,121.91
240	00	58	STATE PROGRAM REVENUES	11,668.00	11,668.00	5,331.29	5,331.29	45.69	0.00	6,336.71
240	00	59	FEDERAL PROGRAM REVENUES	1,428,487.00	1,428,487.00	172,309.02	177,985.55	12.46	0.00	1,250,501.45
240	00	--		3,878,416.00	3,893,416.00	274,695.85	301,455.93	7.74	0.00	3,591,960.07
240	--	--	Revenue	3,878,416.00	3,893,416.00	274,695.85	301,455.93	7.74	0.00	3,591,960.07

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
240			FOOD SERVICE							
E			Expense							
35			FOOD SERVICES							
240	35	61	PAYROLL COSTS	24,000.00	24,000.00	5,986.55	8,226.21	34.28	0.00	15,773.79
240	35	62	PURCHASE & CONTRACTED SVS	3,385,583.00	3,385,583.00	68,491.78	141,155.34	4.19	663.14	3,243,764.52
240	35	63	SUPPLIES AND MATERIALS	220,000.00	235,000.00	30,371.48	45,646.17	35.34	37,398.82	151,955.01
240	35	64	OTHER OPERATING EXPENSES	3,500.00	3,500.00	0.00	483.00	90.94	2,700.00	317.00
240	35	--	FOOD SERVICES	3,633,083.00	3,648,083.00	104,849.81	195,510.72	6.48	40,761.96	3,411,810.32
51			PLANT MAINTENANCE & OPERATIONS							
240	51	61	PAYROLL COSTS	7,100.00	7,100.00	0.00	0.00	0.00	0.00	7,100.00
240	51	62	PURCHASE & CONTRACTED SVS	50,000.00	50,000.00	0.00	0.00	0.00	0.00	50,000.00
240	51	--	PLANT MAINTENANCE & OPERATIONS	57,100.00	57,100.00	0.00	0.00	0.00	0.00	57,100.00
240	--	--	Expense	3,690,183.00	3,705,183.00	104,849.81	195,510.72	6.38	40,761.96	3,468,910.32
240	--	--	FOOD SERVICE	188,233.00	188,233.00	169,846.04	105,945.21	34.63	-40,761.96	123,049.75

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
599			DEBT SERVICE							
R			Revenue							
00										
599	00	57	REVENUE-LOCAL & INTERMED	28,229,986.00	28,229,986.00	43,093.36	154,442.89	0.55	0.00	28,075,543.11
599	00	58	STATE PROGRAM REVENUES	407,464.00	407,464.00	0.00	0.00	0.00	0.00	407,464.00
599	00	79	OTHER RESOURCES	0.00	32,894,770.00	0.00	32,894,769.60	100.00	0.00	0.40
599	00	--		28,637,450.00	61,532,220.00	43,093.36	33,049,212.49	53.71	0.00	28,483,007.51
599	--	--	Revenue	28,637,450.00	61,532,220.00	43,093.36	33,049,212.49	53.71	0.00	28,483,007.51

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
599			DEBT SERVICE							
E			Expense							
00										
599	00	89	OTHER USES	2,293,302.00	2,293,302.00	0.00	0.00	0.00	0.00	2,293,302.00
599	00	--		2,293,302.00	2,293,302.00	0.00	0.00	0.00	0.00	2,293,302.00
71			DEBT SERVICES							
599	71	65	DEBT SERVICE	26,344,148.00	26,551,482.00	0.00	41,409,212.43	156.00	10,000.00	-14,867,730.43
599	71	--	DEBT SERVICES	26,344,148.00	26,551,482.00	0.00	41,409,212.43	156.00	10,000.00	-14,867,730.43
599	--	--	Expense	28,637,450.00	28,844,784.00	0.00	41,409,212.43	143.59	10,000.00	-12,574,428.43
599	--	--	DEBT SERVICE	0.00	32,687,436.00	43,093.36	-8,359,999.94	-25.61	-10,000.00	41,057,435.94

FUND FUNC OB OBJ		2020-21 Original Budget	2020-21 Revised Budget	September 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
	Grand Revenue Totals	128,813,785.00	161,737,955.00	9,563,312.85	43,682,482.62	26.95	-101,846.81	118,157,319.19
	Grand Expense Totals	128,625,552.00	131,351,514.00	13,233,706.86	61,060,666.98	49.52	3,988,803.50	66,302,043.52
	Grand Totals	188,233.00	30,386,441.00	3,670,394.01	17,378,184.36	-57.19	4,090,650.31	51,855,275.67
		Profit	Profit	Loss	Loss		Loss	Profit

Number of Accounts: 4895

********** **End of report** **********

Projected Capital Project Needs
As of October 21, 2019
Fund Balance Report

	2016 Bonds	General Fund Balance-Assigned for Construction	Nonspendable Fund Balance for Inventories and Prepaid Items	Committed Fund Balance for Capital Expenditures & Equipment	Unassigned Fund Balance	Total Fund Balance
Remaining Lease Payment				$ 1,534,298 ^		
Current Year Capital Expenditures and Equipment				$ 1,633,590 ~		
Audited June 30, 2019 Balance	$ 65,093,424	$ 10,000,000	$ 93,121	$ 3,167,888	$ 18,632,523	$ 31,893,532
						-
July and August Interest Revenue	$ 270,144					
July and August Expenses	(4,919,938)					
	(4,649,794)	-	-	-	-	-
Estimated Balances as of October 21, 2019	$ 60,443,630	$ 10,000,000	$ 93,121	$ 3,167,888	$ 18,632,523	$ 31,893,532
Other Proposed Projects for Transportation, Athletics, Maintenance and Technology (Replacement Schedules)						
						-
Fiscal Year 2020-21					5,394,086	5,394,086
Fiscal Year 2021-22					1,176,361	1,176,361
Fiscal Year 2022-23					3,932,108	3,932,108
Fiscal Year 2023-24					526,463	526,463
Total Est. Project Costs Fiscal Years 2019-2024		-	-	-	11,029,018	11,029,018
Estimated Balances as of June 30, 2024		$ 10,000,000	$ 93,121	$ 3,167,888	$ 7,603,505	$ 20,864,514

Recommendations for 2019-20 capital projects from Fund Balance

Transportation per replacement schedule	$ 339,000
Addition of Activity Bus/Buses/SUVs for Extra Curricular trips (Budgeted)	-
Band Instruments per replacement schedule	133,840
Athletics per replacement schedule (Budgeted)	-
Maintenance per replacement schedule	960,750
Technology per replacement schedule	200,000
Total Estimated Capital Projects	$ 1,633,590 ~

Apple Lease Payments Committed to be Paid from Fund Balance if Necessary

Fiscal Year 20-21	$ 1,534,298
	$ 1,534,298 ^

FIRST FINANCIAL BANK

September 2020 Statement

Open Date: 08/05/2020 Closing Date: 09/02/2020 Account:

Visa® Community Card
MIDLOTHIAN IDS

Cardmember Service 1-866-552-8855
BUS 30 ELN S 2

New Balance	**$4,638.48**
Minimum Payment Due	**$4,638.48**
Payment Due Date	**10/01/2020**

Late Payment Warning: As a reminder, your card is a pay in full product. If we do not receive your payment in full by the date listed above, a fee of either 3.00% of the payment due or $39.00 minimum, whichever is greater, will apply.

Activity Summary		
Previous Balance	+	$334.89
Payments	-	$334.89CR
Other Credits		$0.00
Purchases	+	$4,638.48
Balance Transfers		$0.00
Advances		$0.00
Other Debits		$0.00
Fees Charged		$0.00
Interest Charged		$0.00
New Balance	=	**$4,638.48**
Past Due		**$0.00**
Minimum Payment Due		**$4,638.48**
Credit Line		$20,000.00
Available Credit		$15,361.52
Days in Billing Period		29

Payment Options:

Mail payment coupon with a check

Pay online at myaccountaccess.com

Pay by phone 1-866-552-8855

Please detach and send coupon with check payable to Cardmember Service CPN 002079425

FIRST FINANCIAL BANK 00479851006660221600046384800046384B1

24-Hour Cardmember Service: 1-866-552-8855

. to pay by phone
. to change your address

000006094 01 SP 000636566568415 P Y

MIDLOTHIAN IDS
ACCOUNTS PAYABLE
100 WALTER STEPHENSON RD
MIDLOTHIAN TX 76065-3418

Account Number	
Payment Due Date	10/01/2020
New Balance	$4,638.48
Minimum Payment Due	$4,638.48

Amount Enclosed $_____

Cardmember Service
P.O. Box 790408
St. Louis, MO 63179-0408

Important Messages

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

Speed through checkout with the added security and convenience of PayPal. Go to the Mobile App or manage your account online. Link your card to PayPal today.

Account Security is very important to you and to us. When you use your Card to make a purchase, particularly over the phone or online, you may be asked to provide a card security code, sometimes called a CVV. This information is used to help confirm that it is you using the Card and that the Card is authentic.

Transactions NORRIS,JAMES T Credit Limit $20000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Purchases and Other Debits		
08/05	08/04	8190	CBI*DBVIS 800-799-9570 IL 911210063	$905.60 ✓	
08/20	08/18	3331	TAMUC ACADEMICS 903-886-5043 TX 749210012	$125.00 ✓	
08/20	08/19	4778	ADOBE CREATIVE CLOUD 408-536-6000 CA 911210173	$359.88 ✓	
08/24	08/21	0058	SAMSCLUB.COM 888-746-7726 AR 902210025	$2,998.00	
08/28	08/26	3900	TAMUC ACADEMICS 903-886-5043 TX 849210027	$250.00 ✓	
			Total for Account 4798 5100 6660 2224	**$4,638.48**	

Transactions BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Payments and Other Credits		
08/26	08/22	0079	PAYMENT THANK YOU	$334.89CR	
			Total for Account	**$334.89CR**	

2020 Totals Year-to-Date

Total Fees Charged in 2020	$0.00
Total Interest Charged in 2020	$0.00

Continued on Next Page

Aug-20 DATE	VENDOR	ORGANIZATION	DESCRIPTION	ACCOUNT	AMOUNT	
4-Aug	CBI*DBVIS	TECHNOLOGY	SOFTWARE	199.53.6398.00.911.0.99.911	905.6	1
18-Aug	TAMUC ACADEMICS	SHORR HEATHCOTE	LAW CONFERENCE	199.41.6411.00.749.0.99.749	125	2
19-Aug	ADOBE CLOUD	RON BLAND	ANNUAL RENEWAL	199.41.6398.00.747.0.99.747	359.88	3
21-Aug	SAMSCLUB.COM	CUSTODIAL	HAND SANITIZER	266.33.6399.00.999.0.99.999	2998	4
26-Aug	TAMUC ACADEMICS	M WOLFE/S THOMPSON	LAW CONFERENCE	199.21.6411.00.849.0.23.849	250	5
					4638.48	

Midlothian ISD

Bond Expenditures Update

As of September 30, 2020

Bond Election	Project	Original Budget	Revised Budget	Expenditures	Committed	Earned Interest	Available Funds
Nov 2016							
Fund 694	HVAC Replacement						
	Longbranch Elementary	$ 1,300,000	$ 1,690,354	$ 1,690,354	$ -		$ (0)
	Mt. Peak Elementary	$ 1,300,000	$ 1,737,819	$ 1,737,819	$ -		$ 0
	MISD Auxiliary Facility	$ 400,000	$ 443,981	$ 443,982	$ -		$ (0)
	Vitovsky Elementary		$ 2,609,952	$ 2,260,225	$ 287,260		$ 62,467
	Irvin Elementary Rebuild	$ 28,000,000	$ 24,027,412	$ 23,832,445	$ 194,967		$ 0.00
	Land Purchase		$ 919,956	$ 919,956			$ -
	Technology Upgrades	$ 18,000,000	$ 18,000,000	$ 14,070,231	$ 1,000,332		$ 2,929,437
	Dieterich Middle School (MS #3)	$ 67,000,000	$ 59,685,080	$ 53,659,960.23	$ 5,849,728		$ 175,392
	Renovate MS Playing Fields						
	Frank Seale MS	$ 2,000,000	$ 1,904,176	$ 1,904,176	$ -		$ (0.00)
	Walnut Grove MS	$ 2,000,000	$ 1,588,827	$ 1,588,827	$ -		$ 0.00
	MHS Baseball/Softball/Tennis/FH	$ 6,000,000	$ 12,614,393	$ 12,614,393	$ -		$ -
	Land Purchase		$ 919,956	$ 919,956			$ -
	Roesler Fieldhouse / Fields	$ 25,000,000	$ 15,207,500	$ 14,996,821	$ 76,597		$ 134,082
					$ -		
	Renovations to Existing Campuses	$ 10,000,000	$ -				$ -
	Baxter Elementary		$ 1,067,118	$ 1,067,118	$ -		$ -
	Longbranch Elementary		$ 772,039	$ 772,039	$ -		$ -
	Mt. Peak Elementary		$ 774,701	$ 774,701	$ -		$ -
	Vitovsky Elementary		$ 766,564	$ 766,564	$ -		$ -
	Miller Elementary		$ 747,959	$ 747,959	$ -		$ 0.00
	Frank Seale Middle School		$ 1,177,790	$ 1,177,790	$ -		$ -
	Walnut Grove Middle School		$ 1,179,463	$ 1,179,463	$ -		$ -
	Midlothian High School		$ 2,428,196	$ 2,414,036	$ 14,160		$ 0.00
	Heritage High School		$ 11,880	$ 11,880	$ -		$ -
	MHS Auditorium		$ 927,402	$ 463,562	$ 463,840		$ -
	Roof Replacement						
	Longbranch Elementary	$ 500,000	$ 350,031	$ 350,031	$ -		$ -
	Mt. Peak Elementary	$ 500,000	$ 350,031	$ 350,031	$ -		$ -
	Vitovsky Elementary	$ -	$ 349,902	$ 349,902	$ -		$ -
	MILE & Jenkins (Irvin Renovations)	$ 2,000,000	$ 5,400,000	$ 5,317,274	$ 82,726		$ 0.00
	Randall Hill Support Center (Jenkins)	$ 1,000,000	$ 2,000,000	$ 107,842	$ 193,284		$ 1,698,874
	Elementary #8	$ 32,000,000	$ 30,000,000	$ 99,654	$ 1,274,770		$ 28,625,576
	Multi-Purpose Stadium	$ 3,000,000	$ 3,000,000	$ -	$ -		$ 3,000,000
	Heritage HS Additions	$ 68,000,000	$ 63,659,470	$ 5,105,941	$ 52,372,087		$ 6,181,442
	Land - School Sites	$ -	$ 327,861	$ 327,861	$ -		$ (0)
	Special Projects/Paid by Interest						$ -
	Longbranch Elementary Parking		$ 787,119.97	$ 787,120	$ -		$ -
	Mt. Peak Elementary Parking		$ 525,366.93	$ 525,367	$ -		$ 0
	Baxter Video Marquee		$ 34,064.34	$ 34,064	$ -		$ -
	Vitovsky Video Marquee		$ 35,264.34	$ 35,264	$ -		$ -
	MISD Stadium Concessions		$ 62,287.30	$ 62,287	$ -		$ -
	FSMS Bus Drive		$ 180,993.69	$ 180,994	$ -		$ -
	Unallocated	$ -	$ 11,360,186	$ -	$ -	$ -	$ 11,360,186
	Earned Interest	$ -	$ (1,625,097)	$ -	$ -	$ 4,648,191	$ 3,023,094
	Total	$ 268,000,000	$ 268,000,000	$ 153,647,891.01	$ 61,809,749.67	$ 4,648,191	$ 57,190,550
			$ -				

Cash Recap		Sources	Expenditures	Earned Interest		
	2017-A Bonds	$ 28,000,000				
	2017-B Bonds	$ 40,000,000				
	2018 Bonds	$ 80,000,000				
	2020 Bonds	$ 120,000,000				
	Totals	$ 268,000,000	$ 153,647,891	$ 4,648,190.76	Cash Balance	$ 119,000,300
					TexPool Balance	$ 119,000,298