

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 SocioEconomic 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 administered.

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, recruitment 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 administered 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

<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Department of Learning</p> <p>Funding Sources: - Local Budget</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Create systems to check implementation of district expectations for challenging and aligned academic and content standards.</p> <p>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</p> <p>M*Powered TTESS domains will be used during all walkthroughs and observations by principals and monitored by Curriculum Directors</p> <p>Staff Responsible for Monitoring: Pre- and Post-Progress Indicators by Department of Learning Coordinators M*Powered TTESS by Campus Principals and Directors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				

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

<p>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.</p> <p>Strategy's Expected Result/Impact: Continue training for iCoaches on purposeful planning through coaching</p> <p>Continue training for iCoaches and implementation of eGROWe model and suite</p> <p>Support teachers through coaching and ask for feedback twice a year from teachers</p> <p>Brightbyte data</p> <p>Staff Responsible for Monitoring: Department of Learning Curriculum Directors will monitor eGROWe suite, coaching feedback, and coach tracking.</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Provide district learning management systems to communicate with parents and allow for collaboration among staff and students.</p> <p>Strategy's Expected Result/Impact: Canvas for 4th-12th grades</p> <p>SeeSaw for PreK-3rd grades</p> <p>Training/support on LMSs</p> <p>Staff Responsible for Monitoring: Department of Learning Technology Department</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>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.</p> <p>Strategy's Expected Result/Impact: Lesson Planning</p> <p>PLC/iPlan</p> <p>M*Powered Summer Academy</p> <p>Anonymous feedback from all district PD</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				

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

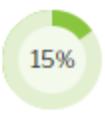
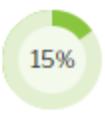
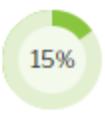
<p>Strategy 1: Provide support for all staff through a multitude of resources.</p> <p>Strategy's Expected Result/Impact: iCoach ILL Curriculum Coordinators Mentors for first and second year teachers, as well as new to district Summer Academy MPower Hours for first year teachers CALP iPlan Anonymous feedback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

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

<p>Strategy 1: Provide tools, programs, and courses for a variety of opportunities for enrichment and extension for all students.</p> <p>Strategy's Expected Result/Impact: GT Challenge Labs Genius Hour PreAP/AP/Dual Credit Extracurricular Activities DI Math Pentathlon UIL Academic</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	June				
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<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	June				
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<p>Strategy 3: Provide tools and support to ensure that all students' needs are met and data is maintained to track progress.</p> <p>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.</p> <p>Staff Responsible for Monitoring: RTI/interventionists Teachers Curriculum Directors</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	June				
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Nov	Feb	June	June														
																	

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Asst. Principal at Walnut Grove overseeing summer school process</p> <p>Department of Learning</p> <p>Funding Sources: - State Compensatory Education - \$20,200</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 5: Provide intentional Reading Intervention support to 1st graders not reading on grade level.</p> <p>Strategy's Expected Result/Impact: Increase in 1st graders at or above grade level in reading. Additional reading support from part time outside assistance</p> <p>Staff Responsible for Monitoring: Department of Learning and Elem. Campus Admin</p> <p>Funding Sources: - State Compensatory Education - \$35,000</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in students meeting core content passing standards in math and reading.</p> <p>Staff Responsible for Monitoring: Department of Learning and MS Campus Admin</p> <p>Funding Sources: - State Compensatory Education - \$9,500</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 7: Create goals and analyze progress monitoring data for House Bill 3 Board Goals for PK-3 and CCMR.</p> <p>Strategy's Expected Result/Impact: Increases in PK-3 reading and math EOY data, as well as CCMR indicators, for all TEA sub-groups.</p> <p>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.</p> <p>Provide support from new part time position of early childhood coach/trainer for all PK-3rd grade teachers</p> <p>Working with CLI on research project on building academic vocabulary in PreK throughout the year</p> <p>Staff Responsible for Monitoring: Department of Learning and Campus Leadership Teams</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<p>Strategy 8: Create goals and analyze progress monitoring data for Superintendent Part 3 Academic Goals.</p> <p>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.</p> <p>The percent of students at approaches, meets and masters will increase by 3% points from 2019 to 2021 on the 7th Grade Writing STAAR.</p> <p>The percent of students at approaches, meets and masters will increase by 3% points from 2019 to 2021 on the Algebra I EOC.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Department of Learning and Campus Leadership Teams</p>	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.

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

Summative Evaluation: None

<p>Strategy 1: Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice.</p> <p>Strategy's Expected Result/Impact: Naviance Advisement/Parent Night CTE MSCA Dual Credit Parent Night Course Fair Career Courses</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	June				
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Nov	Feb	June	June														
																	
<p>Strategy 2: Continue to research and offer courses that meet all students' passions and interests.</p> <p>Strategy's Expected Result/Impact: Course request form Surveying students for courses of interest</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	June				
Reviews																	
Formative			Summative														
Nov	Feb	June	June														
																	
<p>Strategy 3: CCMR: Inform and educate all secondary staff of college, career and military readiness and opportunities for post-secondary planning.</p> <p>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</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	June				
Reviews																	
Formative			Summative														
Nov	Feb	June	June														
																	

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

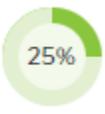
<p>Strategy 7: Provide AVID program at MHS, FSMS, and DMS</p> <p>AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.</p> <p>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).</p> <p>Strategy's Expected Result/Impact: Increase career and college readiness for students needing advancement of certain skills.</p> <p>Staff Responsible for Monitoring: Department of Learning and MHS Campus Admin/Teachers</p> <p>Funding Sources: - State Compensatory Education - \$14,000</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 8: Princeton Review and MISD Staff: SAT/ACT/PSAT Boot Camp and Materials for Prep Courses</p> <p>Strategy's Expected Result/Impact: Increase in College Entrance Exam scores.</p> <p>Increase in participation for college readiness prep courses</p> <p>Provide SAT school day for Juniors/Seniors</p> <p>Provide PSAT for 8th, 9th and 11th grade during the school day</p> <p>Reach above state and national average on SAT and ACT</p> <p>Staff Responsible for Monitoring: Department of Learning</p> <p>Funding Sources: - State Compensatory Education - \$4,000</p>	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 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

<p>Strategy 1: Develop systems to recruit high level quality staff. Strategy's Expected Result/Impact: Marketing Plan</p> <p>Competitive Benefits & Compensation Package</p> <p>Market value of employee salaries as measured by TASB.</p> <p>Staff Responsible for Monitoring: Assistant Supt. of Human Resources and Student Services</p> <p>Campus Principals</p> <p>District Department Leaders</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Ensure all staff are trained and implementing high level recruitment plan. Strategy's Expected Result/Impact: Research-Based Screener</p> <p>External Recruiting</p> <p>Stipends for Hard-to-fill positions</p> <p>AP Pool</p> <p>Counselor Pool</p> <p>Staff Responsible for Monitoring: Assistant Supt. of Human Resources and Student Services</p> <p>Campus Principals</p>	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 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

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

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

Summative Evaluation: None

<p>Strategy 1: Develop and facilitate systems and opportunities to build leadership capacity in staff.</p> <p>Strategy's Expected Result/Impact: Exec Coaching Principal Meetings AP Academy PLCs DBU Master's Cohort MALA ILLs Innovate Principal Conference Book Studies</p> <p>Staff Responsible for Monitoring: HR DOL</p>	Reviews			
<p>Strategy 2: Develop and facilitate systems and opportunities to provide leadership training to teachers.</p> <p>Strategy's Expected Result/Impact: Stipends MALA ILLs Team Leaders Interns PLCs iCoaching Ambassadors Admin Intern DBU Master's Cohort</p> <p>Staff Responsible for Monitoring: HR DOL</p>	Reviews			
	Formative			Summative
	Formative			Summative
	<p>Nov</p>  <p>25%</p>	Feb	June	June
	<p>Nov</p>  <p>20%</p>	Feb	June	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

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

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

<p>Strategy 5: Continue to review and evaluate staffing related to state guidelines and district needs.</p> <p>Strategy's Expected Result/Impact: Administrators Counselors Specialists</p> <p>Staff Responsible for Monitoring: Director of CCR and Guidance</p>	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 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	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 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

<p>Strategy 1: Develop and facilitate training and support for the district safety and security plan at the district and campus level. Strategy's Expected Result/Impact: Expectations of Structured Advisory/Tutoring Per. (see P4L #12)</p> <p>Safety Procedures</p> <p>Yellow Folders</p> <p>Bullying/Harassment Reporting</p> <p>Monitor Social Media</p> <p>Crisis Intervention Training--Counselors (Mental health, threat assessment, suicide prevention)</p> <p>Volunteer Visitor Management</p> <p>COVID19 Health and Safety Protocols</p> <p>Staff Responsible for Monitoring: Student Services Administrator and Director of Safety & Security</p> <p>Funding Sources: Kognito - ESSA-Title IV - \$6,700</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Review and provide needed support and staff to implement safety and security across the district. Strategy's Expected Result/Impact: Partner w/MPD Admin Counselors Specialists</p> <p>Staff Responsible for Monitoring: Campus Admin</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				

Strategy 3: Provide opportunities and support for discipline training and coaching.

Strategy's Expected Result/Impact: Discipline Management & Conflict Resolutions

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

Reviews

Formative

Summative

Nov

Feb

June

June



Strategy 4: Provide all tools necessary to meet state and district compliance to support the district and campus safety and security plans.

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

Reviews			
Formative			Summative
Nov	Feb	June	June
 75%			



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.

<p>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.</p> <p>Strategy's Expected Result/Impact: Extracurricular Activities Academic Relevance CTE/Electives-passion Variety of Course Offerings</p> <p>Staff Responsible for Monitoring: Executive Director of Innovation and Learning, Director of Elementary Learning, Director of Secondary Learning</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

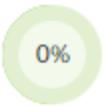
Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

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.

<p>Strategy 1: Develop and execute a comprehensive facilities plan to ensure maintenance and safety at all district facilities.</p> <p>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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations, Executive Director for Finance and Operations, and Controller</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Finance and Operations, Executive Director for Finance and Operations, and Controller</p>	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 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%.

<p>Strategy 1: Develop and execute a budgeting process aligned with district needs and goals.</p> <p>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</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>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.</p> <p>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</p>	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: 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

<p>Strategy 1: Develop and implement opportunities for training and support with blended learning across the district.</p> <p>Strategy's Expected Result/Impact: iCoaches ILLs Coordinators Mentors Summer Academy MPower Hours CALP iPlan Days</p> <p>Staff Responsible for Monitoring: Department of Learning</p>	Reviews			
<p>Strategy 2: Collect and analyze all feedback on training and support to ensure success.</p> <p>Strategy's Expected Result/Impact: Brightbytes Anonymous Teacher Feedback TTESS data</p> <p>Staff Responsible for Monitoring: Campus TTESS Appraisers Department of Learning</p>	Reviews			
	Formative		Summative	
	Nov	Feb	June	June
	 40%			
	 45%			
 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.

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	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 4: Provide a student information system that meets all district needs. Strategy's Expected Result/Impact: Powerschool Staff Responsible for Monitoring: None	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 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.

<p>Strategy 1: Analyze current systems and develop a plan to meet all district needs.</p> <p>Strategy's Expected Result/Impact: On Time/On-Track Replacement Schedule to guide budget planning and district acquisition.</p> <p>Staff Responsible for Monitoring: Technology Department</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: Develop a committee to analyze needs and create a plan to meet those needs.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Technology Department and DOL</p>	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 1: Increase staff communication and engagement by 5% as measured on district feedback.

Evaluation Data Sources: None

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Staff Communication & Engagement (qualitative & quantitative): Provide opportunities and systems for teachers and all staff to communicate to administration.</p> <p>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</p> <p>Staff Responsible for Monitoring: Communications Department</p> <p>Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Develop Branding Guidelines: Provide tools for all staff to ensure the branding of the district.</p> <p>Strategy's Expected Result/Impact: Logo Typography Templates Color palettes</p> <p>Staff Responsible for Monitoring: Communications Department</p>	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 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Evaluation Data Sources: None

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Parent Communication & Engagement: Provide systems and opportunities for parents to learn about district and communicate with administration.</p> <p>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</p> <p>Staff Responsible for Monitoring: Communications Department</p> <p>Department of Learning</p>	Reviews			
<p>Strategy 2: Brand Loyalty Effort</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Communications Department</p>	Formative			Summative
	<p>Nov</p> 	Feb	June	June
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Human Resources and Student Services, Student Services Administrator</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	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.)

Evaluation Data Sources: None

Summative Evaluation: Some progress made toward meeting Objective

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

Evaluation Data Sources: None

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Community Based Accountability: Review and promote an accountability system that is aligned with MISD's vision.</p> <p>Strategy's Expected Result/Impact: Performance Tracker</p> <p>Staff Responsible for Monitoring: Communications Department</p> <p>District Acct. Coordinator</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: Community Awareness: Provide opportunities for community members to learn about MISD and connect with the district.</p> <p>Strategy's Expected Result/Impact: INSIDE MISD MISD Connect Community Ed Courses (CTE)</p> <p>Staff Responsible for Monitoring: Communications Dept</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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