

# **Midlothian Independent School District**

## **J.A. Vitovsky Elementary School**

### **2020-2021 Campus Improvement Plan**



# 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

Horizontally 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

## 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
- 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

<b>Strategy 1:</b> Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade level PLCs.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Protocols in place for planning  Lesson Planning feedback  Observation feedback  PLC conversations  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				

<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> PLC Agenda and meeting notes  Team Planning Protocol  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b>	Reviews			
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<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> 70% of students will show growth/progress on post progress indicators <b>Staff Responsible for Monitoring:</b> District Data Assessment (Principal/iCoach) Aware reports by teachers (iCoach/Teachers)  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Reviews			
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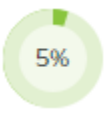
**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

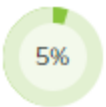

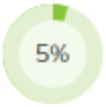




**Performance Objective 2:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points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

**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.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy's Expected Result/Impact:</b> Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.</p> <p>Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.</p> <p>Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR</p> <p>Measure 4: 75% of students showing growth on tracking sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Walkthroughs (Principals)</p> <p>Student tracking sheets with goal setting</p> <p>Teacher growth tracking sheets</p> <p>Analyzing data with intentional item analysis</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>				

<b>Strategy 2:</b> Teachers will implement Goal Setting for students and students will monitor their own progress. <b>Strategy's Expected Result/Impact:</b> Students will take ownership in knowing where they are academically and 75% of the students will reach their projected growth. <b>Staff Responsible for Monitoring:</b> Goal Setting forms (Teachers)  Goal Setting stats (Principals)  Student goal setting sheets (Students) <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase student participation in extracurricular activities by 30 students.  100 % of students will participate in Genius Hour and develop soft skills. <b>Staff Responsible for Monitoring:</b> Genius Hour Rosters/Journals (Teachers)  Student galley walk on genius hour <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 4:</b> 3rd-5th grade math classes will participate in Performance Assessments in order to promote the 4 C's <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> None <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
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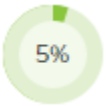
**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**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.



**Targeted or ESF High Priority**


**Evaluation Data Sources:** None


**Summative Evaluation:** None


	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 1:</b> Participate in iPlan Day collaboration with other teachers across campuses on exemplar lessons and activities to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.</p> <p>Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.</p> <p>Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR</p> <p>Measure 4: TTESS M*Powered score will remain at 100% on summative evaluations.</p> <p><b>Staff Responsible for Monitoring:</b> ILL, Principals</p> <p>Lesson plans</p> <p>Walkthroughs</p> <p>PLC conversations after iPlan Days</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>				





<b>Strategy 2:</b> Utilize Engage2Learn coaching model with selected teachers and additional staff as needed to ensure effective teaching strategies. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Coaching logs (iCoach) <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> PLC agendas Focus Team agendas Walkthrough Data Feedback Form <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum <b>Funding Sources:</b> Lead4ward Webinars - Local Budget - \$519, Lead4ward Field Guides - Local Budget - \$250	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Feedback Forms Shout Out board (Principals) (Teachers)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	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 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

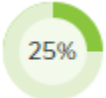





	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 1:</b> Analyze campus data to address all areas of performance and track student growth on a consistent basis (BOY, MOY, EOY), completed through campus PLCs and staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure 1: Early literacy progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 81%.</p> <p>Measure 2: Math progress indicators- TIER 1 students K-2 on track to meet grade level expectations to increase to 87%.</p> <p>Measure 3: Increased percentages of students achieving meets to 40% and masters level to 20% on STAAR</p> <p>Measure 4: 75% of students showing growth on tracking sheets.</p> <p>House Bill 3 Goals: Increase in each area of reading and math grades PK-3rd by at least 2 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Essential TEKS On Data Suite Growth tracking sheets iStation Imagine Math Amplify (Teachers, Principals, Interventionist, iCoach)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>				

<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> SATs (Principals/Counselor) Walkthroughs/Evaluations (AP) Progress Monitoring (Teachers)  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Plan with High Yield Strategies and Formative Assessments during lesson planning and delivery to ensure engaging rigorous lessons. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Work samples in PLC Walkthrough/Evaluations (Principals) PLC Protocols  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Additional Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Interventionist schedules (Interventionist)  SAT Meeting notes in ESPED (Teachers and Interventionist)  Interventionist Documentation (Interventionist) <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> Interventionist Salaries - ESSA-Title I - \$250,988	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				







**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.

<b>Strategy 1:</b> Increase awareness and number of students participation in Duke Tip Scholars programs through videos, parent letters, and the counselor screening. <b>Strategy's Expected Result/Impact:</b> Increase from 33% to 35% of students (grades 4-5) participation in Duke Talent Identification Program. <b>Staff Responsible for Monitoring:</b> Counselor <b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Participate in programs like Destination Imagination, Math Pentathlon, Challenge Lab and GT programs to provide enrichment opportunities for students. <b>Strategy's Expected Result/Impact:</b> Increased percentage from 17% to 20% of students achieving masters level on STAAR assessment. <b>Staff Responsible for Monitoring:</b> GT teacher DI and Math Pentathlon Representatives <b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**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.

<b>Strategy 1:</b> Utilize the Humanex system to find the highest quality candidates to interview. <b>Strategy's Expected Result/Impact:</b> Hiring the highest quality staff by 100% of candidates being screened and interviewed using the process. <b>Staff Responsible for Monitoring:</b> Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Continue stipends/supplements for bilingual and ESL teachers to help with retention of teachers. <b>Strategy's Expected Result/Impact:</b> Recruit and Retain 100% of high quality teachers as evidenced in TAPR <b>Staff Responsible for Monitoring:</b> Staff Survey <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Stipend for Bilingual teachers - ESSA-Title II-TPRT - \$36,000, Supplement for ESL teachers - ESSA-Title II-TPRT - \$1,000	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

<b>Strategy 1:</b> Provide attendance Incentives for teachers with perfect attendance monthly to improve teacher attendance. <b>Strategy's Expected Result/Impact:</b> Keep or decrease number of teachers taking time off from 5% or lower. <b>Staff Responsible for Monitoring:</b> ASEOP records (Principal/Secretary)  Team monthly incentive  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey by 10%  Staff Retention Rate will remain at 95% or higher. <b>Staff Responsible for Monitoring:</b> Staff Newsletters, Social Media posts, emails (Principals) <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Drinks and Snacks - Local Budget - \$1,000	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Provide extra planning time by utilizing C4D as built in extra planning time to provide teachers with support in building effective lessons. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey by 10%  Staff Retention Rate will remain at 84% or higher. <b>Staff Responsible for Monitoring:</b> C4D Schedule (Principals) <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 4:</b> New staff members participate in the MISD Mentoring <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey by 10%  Staff Retention Rate will remain at 95% or higher. <b>Staff Responsible for Monitoring:</b> Mentor notes/logs (Campus mentor) <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Mentor stipend - ESSA-Title II-TPRT - \$1,000	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






**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.

<b>Strategy 1:</b> Create Focus Team leaders and lead vertical teams by developing agendas and running meetings to build campus leadership opportunities. <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity by keeping percentage of people on campus leading various groups at 32% or higher. <b>Staff Responsible for Monitoring:</b> Focus Team Agendas <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Utilize iCoach, Team Leaders and other campus personnel to lead PLC, Trainings and Faculty Meetings to build campus leadership opportunities. <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity by keeping percentage of people on campus leading various groups at 32% or higher. <b>Staff Responsible for Monitoring:</b> C4D agendas Focus Team agenda <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Decrease student referrals by 10% through a deeper understanding and effective implementation of Restorative Practices and common language across campus. <b>Staff Responsible for Monitoring:</b> Student Culture Focus Group, Team Leads, Principals  Walkthroughs  Discussions in PLCs <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Provide direct School Counseling through weekly guidance, C4D, and small groups as needed to meet all students social and emotional needs. <b>Strategy's Expected Result/Impact:</b> Percentage of time allocated for direct school counseling services will increase by 5 percentage points. <b>Staff Responsible for Monitoring:</b> Counselor's log	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Implementing the 8 habits of Happy Kids from the Leader in Me to develop leadership skills in students. <b>Strategy's Expected Result/Impact:</b> Decrease student referrals by 10% through a deeper understanding and effective implementation of Habits and common language across campus. <b>Staff Responsible for Monitoring:</b> Principals Counselor Teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<b>Strategy 4:</b> Implement a comprehensive bullying program to build student character. <b>Strategy's Expected Result/Impact:</b> Prevention and Increased awareness which will decrease the amount of bullying investigations on campus by 10%  Increased number on safety survey by 5%. <b>Staff Responsible for Monitoring:</b> Bullying/Threat assessment data <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Bullying Program - ESSA-Title IV - \$2,200	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
<b>Strategy 5:</b> Utilize Social Emotional Support Specialist to help teacher with classroom environment, emotional regulation skills for students, and techniques to improve classroom culture. <b>Strategy's Expected Result/Impact:</b> Creating classroom environments where students feel physically and emotionally secure that fosters learning as evidenced in student safety survey by 10 % <b>Staff Responsible for Monitoring:</b> SESS logs <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 6:</b> Create and implement a system to identify behaviors and supports to remediate persistent misbehaviors. <b>Strategy's Expected Result/Impact:</b> Decrease student referrals by 10%  20 % Increase in survey results for parents and teachers. <b>Staff Responsible for Monitoring:</b> Major/Minor flow chart  Power School Log entries <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






**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.

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principals- Campus Safety Plan and Drill Completion sheet.	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> All visitors will be scanned through Raptor before being allowed to visit the campus to ensure school safety. <b>Strategy's Expected Result/Impact:</b> 100% Positive Responses to safety and security questions.  Overall parent satisfaction as measured by district survey to increase by 5 percentage points. <b>Staff Responsible for Monitoring:</b> Office Staff	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

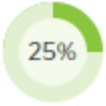




**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**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.

<b>Strategy 1:</b> Attendance Awareness Notifications (attendance.org) for parents will be communicated on a regular basis to build awareness of the importance of attending school daily. <b>Strategy's Expected Result/Impact:</b> Increased Attendance Rates by 0.3 percentage points. <b>Staff Responsible for Monitoring:</b> Principals PEIMS teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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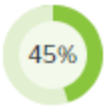




**Goal 4:** Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

**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.

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Feedback from the survey would be applied in decision making and stay within 100% of the budget. <b>Staff Responsible for Monitoring:</b> Principals <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


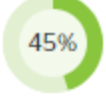




**Goal 4:** Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

**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%.

<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals to ensure we are good stewards of funding. <b>Strategy's Expected Result/Impact:</b> Decrease number of cross-function transfers to be at 4 or below. <b>Staff Responsible for Monitoring:</b> Principal Secretary <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

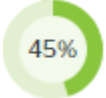





**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

<b>Strategy 1:</b> Provide iPlan Days, Campus Professional Development, and district Professional development opportunities to give support to teachers that align to the district goals. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Eduphoria records, iCoaches and Principals  Follow up discussions in PLCs <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Provide ongoing embedded professional development from iCoach to meet the teachers individual needs. <b>Strategy's Expected Result/Impact:</b> 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, <b>Staff Responsible for Monitoring:</b> iCoach and Principals  Lesson plans  Walkthroughs/Observations <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**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 reduction in the number of help desk tickets.

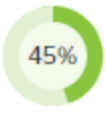





<b>Strategy 1:</b> Provide structured, timely professional development for digital resources (1:1, Amplify, Imagine Math/Blueprint, iStation, Frontline, StemScopes) to ensure fidelity and effectiveness in using the resources. <b>Strategy's Expected Result/Impact:</b> Increase percentage of teachers scoring 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. <b>Staff Responsible for Monitoring:</b> iCoach, Principals  Analysis of data in PLCs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Utilize data from digital programs to inform instruction to meet the student's needs. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principals, iCoach  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Develop a plan to ensure appropriate network infrastructure for anticipated future needs that aligns with the 2016 Bond.

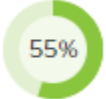
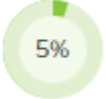





**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Increase staff communication and engagement by 3% as measured on district feedback.

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Overall increase employee satisfaction as measured by district survey by 10 percentage points. <b>Staff Responsible for Monitoring:</b> Principals Team Leaders <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Provide C4D, Staff Meetings, Team Building, Sunshine Committee monthly activities, monthly luncheons for staff engagement to build staff motivation and satisfaction. <b>Strategy's Expected Result/Impact:</b> Overall increase employee satisfaction as measured by the district survey by 10 percentage points. <b>Staff Responsible for Monitoring:</b> Principals Team Leaders <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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**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.

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principals <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principals, Sunshine, Reading, Math, Science Committees, PTO <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Utilize parent training opportunities to teach parents useful strategies to use at home with their children. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal and Teachers- Ready Rosie engagement reports <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Practical Parenting Subscription - ESSA-Title I - \$60, Ready Rosie - ESSA-Title I - \$2,000	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				






**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.)

<b>Strategy 1:</b> Partner with PTO and CIS to build parent engagement opportunities such as Parent Volunteers on campus, Trunk or Treat, Family Movie Night, etc. <b>Strategy's Expected Result/Impact:</b> Volunteer Hours Participation Counts increase by 10%. <b>Staff Responsible for Monitoring:</b> Principals PTO CIS <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Seek out community partnerships for Genius Hour to increase more volunteers in our campus to enhance student learning. <b>Strategy's Expected Result/Impact:</b> Increase in Volunteer Hours by 10%. <b>Staff Responsible for Monitoring:</b> Principals <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Engage community members and parents to mentor at-risk students to meet all students' needs. <b>Strategy's Expected Result/Impact:</b> Increase in Community Partner mentor hours by 3%. <b>Staff Responsible for Monitoring:</b> CIS <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 an increase in committee involvement.

<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Volunteer Hours Community Partnerships Overall parent satisfaction as measured by the district survey to increase by 5 percentage points.  <b>Staff Responsible for Monitoring:</b> Raptor System Principals Counselor CIS  <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 20%			
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# State Compensatory

## Budget for J.A. Vitovsky Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-13-6119-00-107-030-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,971.00
199 E 11 6129 00 107 0 30 000	6129 Salaries or Wages for Support Personnel	\$3,889.64
<b>6100 Subtotal:</b>		<b>\$7,860.64</b>

## Personnel for J.A. Vitovsky Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hernandez, Yvette	Paraprofessional	Vitovsky Content Mastery At-Risk	.25
Jeanne Foster	Teacher	First Grade Reading Interventionists	.25
Malone, Shanna	Social Emotional Learning Specialist	Supplemental Social Services	.07



# Title I Personnel

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