

**Midlothian Independent School District**

**McClatchey Elementary**

**2020-2021 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

### DME Demographics

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

Grade Level	Total in Grade	(1) American Indian or Alaskan Native	(2) Asian	(3) Black or African American	(4) Native Hawaiian / Other Pac Islander	(5) White	Hispanic/Latino	Two or Cat
-2	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	

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

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

### Count/Percent

### Gender

Female [321](#) 49.01%

Male [334](#) 50.99%

### Ethnicity

Hispanic-Latino [113](#) 17.25%

## Race

American Indian -Alaskan Native 0 0.00%

Asian [2](#) 0.31%

Black - African American [31](#) 4.73%

Native Hawaiian - Pacific Islander 00.00%

White [469](#) 71.60%

Two-or-More[40](#) 6.11%

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

### Count/Percent

Bilingual 0 0.00%

English as a Second Language (ESL)[8](#) 1.22%

Career and Technical Education (CTE)0 0.00%

Free Lunch Participation [81](#) 12.37%

Reduced Lunch Participation[11](#) 1.68%

Other Economically Disadvantaged0 0.00%

Gifted and Talented[44](#) 6.72%

Special Education (SPED)[95](#) 14.50%

Title I Participation0 0.00%

Dyslexia[44](#) 6.72%

### Homeless Statuses

Homeless Status Total **3** 0.46%

Shelter **0** 0.00%

Doubled Up **3** 0.46%

Unsheltered **0** 0.00%

Hotel/Motel **0** 0.00%

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

Count Percent At-Risk **133** 20.31%

Economically Disadvantaged **92** 14.05%

Title I Homeless **0** 0.00%

Immigrant **2** 0.31%

Limited English Proficient (LEP) **8** 1.22%

Migrant **0** 0.00%

Military Connected **18** 2.75%

Foster Care **3** 0.46%

CTE Single Parent/Pregnant Teen **0** 0.00%

Section 504 **45** 6.87%

Intervention Indicator **128** 19.54%

## **IEP Continuer 0 0.00%**

### **DME Special Programs**

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

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

### **Our staff retention rate is: 98%**

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

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



### **Demographics Strengths**

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

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

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

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

### **Problem Statements Identifying Demographics Needs**

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

# Student Learning

## Student Learning Summary

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

## Student Learning Strengths

### DME's RTI Program

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

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

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

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

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

### DME Resources:

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

#### **Problem Statements Identifying Student Learning Needs**

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

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

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

### Our assessments include:

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

All teachers analyzed grade level data documents.

Two goals were set to improve on.

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

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

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

### **School Processes & Programs Strengths**

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

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

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

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

### **Problem Statements Identifying School Processes & Programs Needs**

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

# Perceptions

## Perceptions Summary

**Our culture is based around our DME Mission and Vision:**

### **Vision:**

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

### **Mission:**

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

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### **Communication-**

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

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

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

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

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

#### **Perceptions Strengths**

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

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

#### **Problem Statements Identifying Perceptions Needs**

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

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

- PDAS and/or T-TESS

**Parent/Community Data**

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


**Support Systems and Other Data**



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




# Goals







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

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

	Reviews			
	Formative			Summative
<p><b>Strategy 1:</b> Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%</p> <p>Percentage of students achieving MASTERS level on STAAR/EOC for each assessment</p> <p>* 5th Grade---</p> <p>Math=(18-19=56%) 20-21=61%</p> <p>Reading=(18-19=46%) 20-21= 50%</p> <p>Science=(18-19=28%) 20-21=30%</p> <p>* 4th Grade---</p> <p>Math=(18-19=45%) 20-21= 47%</p> <p>Reading=(18-19=17%) 20-21= 22%</p> <p>Writing=(18-19=9%) 20-21=14%</p> <p>* 3rd Grade---</p> <p>Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)</p> <p>Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)</p> <p><b>Staff Responsible for Monitoring:</b> Iplan Day, Campus Professional Development, PLCs, C4D and iCoach Sessions and lesson designs</p> <p>Principal, AP, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Nov	Feb	June	June
				





<p><b>Strategy 2:</b> During the October PLC, 100% teachers will analyze pre and post assessments in their content areas in each grade level and will review the data in comparison with the specificity of TEKS to increase rigor to meet the strategy's expected results/impact.</p> <p>With follow up in January.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of our students will show progress on pre- and post- progress indicators.</p> <p>Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/ICoach/ Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p><b>Strategy 3:</b> Teachers will use pre and post assessment data to design instruction for students with a focus on Tier 1 instruction and enrichment for students showing mastery at an early stage.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of our students will show progress on pre- and post- progress indicators.</p> <p>Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<b>Strategy 4:</b> 100% of K-5 Math content teachers will use ETA hand2mind number fluency kits. (K-5) to build number sense in all students. <b>Strategy's Expected Result/Impact:</b> Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%  Percentage of students achieving MASTERS level on STAAR/EOC for each assessment * 5th Grade--- Math=(18-19=56%) 20-21=61%  * 4th Grade--- Math=(18-19=45%) 20-21= 47%  * 3rd Grade--- Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3) <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 5:</b> 100% of K-5 Science teachers will integrate Stemscoptes to ensure a clear alignment of science through all grades. <b>Strategy's Expected Result/Impact:</b> 5th grade Science Masters Level =(18-19=28%) 20-21=30%) 70% of students in 4th and 5th grade will show growth in pre- and post- PI. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 6:</b> Teachers will explicitly teach phonics and spelling instruction to build reading fluency and decoding strategies. <b>Strategy's Expected Result/Impact:</b> HB3 Goals Kindergarten students will be on track 70% in phonics. (amplify) First grade students will be on track 70% in spelling. (istation) Second grade students will be on track 56% in spelling. (istation) Third grade students will be on track 58% in spelling. (istation) <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June







<b>Strategy 7:</b> 3rd -5th grade math teachers will create and utilize performance assessments to connect classroom instruction, assessment, and application of skills within an authentic real-world context. <b>Strategy's Expected Result/Impact:</b> 70% of students will meet expectations on the Learner Experience rubric. (piloting) <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 8:</b> Teachers will maintain data sheets on each student to track growth and areas of difficulty after each assessments/PI's. <b>Strategy's Expected Result/Impact:</b> 70% of our students will show progress on pre- and post- progress indicators. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers	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 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.

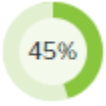

<b>Strategy 1:</b> 100% of K-5 students will participate in a variety of L.A.M.P. activities via zoom during scheduled times (approx. 15) throughout the school year to build co-curricular skills and explore future career opportunities. <b>Strategy's Expected Result/Impact:</b> 100% of students will participate in co-curricular activities as seen in tracking and develop soft skills.  Campus wide L.A.M.P. will expose DME students to various career pathways. 70% of DME students will be able to share feedback regarding interests in what they want to be when they grow up. <b>Staff Responsible for Monitoring:</b> Principals Assistant Principal Teachers <b>Title I Schoolwide Elements:</b> 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> 100% of teachers will utilize available technology to enhance lesson design. <b>Strategy's Expected Result/Impact:</b> 90% of teachers will score accomplished or higher on M*Powered planning/instruction indicators. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers ICoach	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> 100% of K-5 students and staff will participate in campus HOUSE meetings during scheduled times (approx. 9) throughout the school year. <b>Strategy's Expected Result/Impact:</b> Membership in the HOUSE system will promote the setting of goals, competing together, and motivation and encouragement of each other throughout the campus. Each colored house will earn house points based on our character counts pillars each 9 weeks. 100% will participate. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 4:</b> Teachers will use the learner experience profile to incorporate the 4Cs into instruction. -(Engage/Inquire / Explore / Collaborate / Design-Create / Reflect-Connect) <b>Strategy's Expected Result/Impact:</b> 90% of staff will score proficient or above in mpowered tress learning environment domain. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June







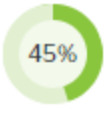




<b>Strategy 5:</b> Teachers in grades 3rd-5th will incorporate Performance Assessments <b>Strategy's Expected Result/Impact:</b> 70% of students will meet expectations on the Learner Experience rubric. (piloting) <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 6:</b> Teachers will set an academic goal and a character goal with each student. <b>Strategy's Expected Result/Impact:</b> 90% of the students will meet their goals. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Counselor Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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.


<b>Strategy 1:</b> Region 10 Cooperative Teacher Recruitment and Training - includes ELL training and Bully Prevention programs for all new staff members. <b>Strategy's Expected Result/Impact:</b> MISD Calendar of events.  100% of new teaching staff members will participate in ELL training and bully prevention programs as needed. <b>Staff Responsible for Monitoring:</b> Lisa Knight Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Utilize the learner experience profile and cultural tenets in my facilitation of the PLCs.  Meet with every grade level (3-5) PLC to review the Leadership Report card (three years data points). Identify success areas and areas of need. <b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21=89%  Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20=97% 20-21=97%  Percentage of students achieving MASTERS level on STAAR/EOC for each assessment * 5th Grade--- Math=(18-19=56%) 20-21=61% Reading=(18-19=46%) 20-21= 50% Science=(18-19=28%) 20-21=30% * 4th Grade--- Math=(18-19=45%) 20-21= 47% Reading=(18-19=17%) 20-21= 22% Writing=(18-19=9%) 20-21=14% * 3rd Grade--- Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3) Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3) <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal iCoach Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June



<b>Strategy 3:</b> Developing a campus "Placemat" with goals from each PLC team, incorporating cultural tenets, and including character education pillars (House System); PLC format=learner experience profile to showcase our campus and focus. <b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%  Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%  Percentage of students achieving MASTERS level on STAAR/EOC for each assessment * 5th Grade--- Math=(18-19=56%) 20-21=61% Reading=(18-19=46%) 20-21= 50% Science=(18-19=28%) 20-21=30% * 4th Grade--- Math=(18-19=45%) 20-21= 47% Reading=(18-19=17%) 20-21= 22% Writing=(18-19=9%) 20-21=14% * 3rd Grade--- Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3) Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3) <b>Staff Responsible for Monitoring:</b> Principal Coach Gena <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				






<p><b>Strategy 4:</b> 100% of teachers will adjust instruction for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera, showing an increase of creation from Bright Bytes data. Through all PLC's, address design, personalization and differentiation, and enrichment (Schoology article) to ensure an understanding of the terms and what they look like in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21=89%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20=97% 20-21=97%</p> <p>Percentage of students achieving MASTERS level on STAAR/EOC for each assessment</p> <p>* 5th Grade---</p> <p>Math=(18-19=56%) 20-21=61%</p> <p>Reading=(18-19=46%) 20-21= 50%</p> <p>Science=(18-19=28%) 20-21=30%</p> <p>* 4th Grade---</p> <p>Math=(18-19=45%) 20-21= 47%</p> <p>Reading=(18-19=17%) 20-21= 22%</p> <p>Writing=(18-19=9%) 20-21=14%</p> <p>* 3rd Grade---</p> <p>Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)</p> <p>Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers icoach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p><b>Strategy 5:</b> Teachers will collaborate to discuss Pre and Post assessments. The data analysis will guide design of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of our students will show progress on pre- and post- progress indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers Icoach</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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





	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 1:</b> ICE TIME-Intervention Collaboration and Enrichment-Implement a grade level time (4 days/week) for students to receive prescriptive interventions based on weak S.E's to maximize student learning and close performance gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21=89%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20=97% 20-21=97%</p> <p>Percentage of students achieving MASTERS level on STAAR/EOC for each assessment</p> <p>* 5th Grade---</p> <p>Math=(18-19=56%) 20-21=61%</p> <p>Reading=(18-19=46%) 20-21= 50%</p> <p>Science=(18-19=28%) 20-21=30%</p> <p>* 4th Grade---</p> <p>Math=(18-19=45%) 20-21= 47%</p> <p>Reading=(18-19=17%) 20-21= 22%</p> <p>Writing=(18-19=9%) 20-21=14%</p> <p>* 3rd Grade---</p> <p>Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)</p> <p>Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principal SAT Committee Interventionist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>				

<p><b>Strategy 2:</b> SAT DAY-Teachers and administrative staff will come together to discuss and set goals for students who are struggling according to set standards in the RTI handbook.</p> <p>Tier 2 Meetings= 7 week rotation and</p> <p>Tier 3= 10 week rotation</p> <p><b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%</p> <p>Percentage of students achieving MASTERS level on STAAR/EOC for each assessment</p> <p>* 5th Grade---</p> <p>Math=(18-19=56%) 20-21=61%</p> <p>Reading=(18-19=46%) 20-21= 50%</p> <p>Science=(18-19=28%) 20-21=30%</p> <p>* 4th Grade---</p> <p>Math=(18-19=45%) 20-21= 47%</p> <p>Reading=(18-19=17%) 20-21= 22%</p> <p>Writing=(18-19=9%) 20-21=14%</p> <p>* 3rd Grade---</p> <p>Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3)</p> <p>Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers Interventionist Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p><b>Strategy 3:</b> Teachers will collaborate to discuss pre- and post- assessments. The data analysis will guide design of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of our students will show progress on pre- and post- progress indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<b>Strategy 4:</b> Teachers in Kinder will implement and analyze Amplify data to assess students in reading and math three times a year. Teachers in grades 1-5 will implement istation and imagine math data to assess students in reading and math three times a year. <b>Strategy's Expected Result/Impact:</b> HB3 Goals Kindergarten students will be on track 70% in phonics. (amplify) First grade students will be on track 70% in spelling. (istation) Second grade students will be on track 56% in spelling. (istation) Third grade students will be on track 58% in spelling. (istation)  Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=89%) 19-20=85% 20-21-89%  Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations (18-19=94%) 19-20-97% 20-21-97%  Percentage of students achieving MASTERS level on STAAR/EOC for each assessment * 5th Grade--- Math=(18-19=56%) 20-21=61% Reading=(18-19=46%) 20-21= 50% Science=(18-19=28%) 20-21=30% * 4th Grade--- Math=(18-19=45%) 20-21= 47% Reading=(18-19=17%) 20-21= 22% Writing=(18-19=9%) 20-21=14% * 3rd Grade--- Math=(18-19=40%) 20-21= 42%, meets 67% (from HB3) Reading=(18-19=37%) 20-21= 40%, meets 58% (from HB3)  <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Icoach Interventionist Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
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**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> District counselors will conduct a Parent U zoom to explain the DUKE TIP program and benefits for parents. <b>Strategy's Expected Result/Impact:</b> 25% of 4th and 5th graders will participate in the Duke Talent Identification Program. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Counselor <b>Title I Schoolwide Elements:</b> 2.5, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<b>Strategy 2:</b> Students will participate in a Virtual Career Day via zoom. <b>Strategy's Expected Result/Impact:</b> 100% of students will participate. <b>Staff Responsible for Monitoring:</b> Counselor	Reviews			
	Formative			Summative
	Nov	Feb	June	June
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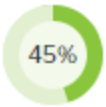





**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

<b>Strategy 1:</b> Utilize research based screening process 100% of the time. (HumanEX) <b>Strategy's Expected Result/Impact:</b> Hire 100% highly-qualified candidates <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> For all interviews, the interview committee utilizes high level interview questions based on our MISD Cultural Tenets. <b>Strategy's Expected Result/Impact:</b> Hire 100% highly-qualified candidates <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
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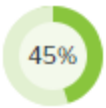
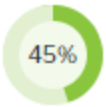




**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**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> 100% of new to teaching staff on campus will participate in the MISD Mentorship Program. \$1000 (from Federal/Title) <b>Strategy's Expected Result/Impact:</b> 90% employee satisfaction as measured by district survey  Staff attendance will maintain at 97.5%.  Staff retention rate will maintain. 98% <b>Staff Responsible for Monitoring:</b> Mentor Principal Asst. Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<b>Strategy 2:</b> Recognize Staff (assemblies, live announcements, birthday recognition, grade level meetings, C4D, PTO lunches, teacher interviews on live announcements, McClatchey Classroom Hub) in order to motivate the staff and retain staff members. <b>Strategy's Expected Result/Impact:</b> 92% employee satisfaction as measured by district survey  Staff attendance will maintain at 97.5%.  Staff retention rate will maintain at 98%. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PTO Librarian Teachers Sunshine Committee	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.

<b>Strategy 1:</b> Staff will lead professional development opportunities for the campus in Best Practices in learning <b>Strategy's Expected Result/Impact:</b> Encourage leadership growth with 6% of staff leading professional development on campus. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Encourage all staff to participate in District Leadership initiatives such as MALA, iCoaches, Aspiring Leadership Academy. <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity in staff by having at least 2 teachers apply for district leadership opportunities. <b>Staff Responsible for Monitoring:</b> Principals	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.


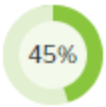




**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations,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

<b>Strategy 1:</b> Utilize district support staff for the social and emotional development of our students. <b>Strategy's Expected Result/Impact:</b> Each grade level will collaborate with a district support staff at least 2 times this year. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers District SEL Specialist	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Social and Emotional Learning -Monthly Assemblies, via zoom, focus to teach students how to find their purpose, know their passion, and to deliver it with pride and a focus on character education. -L.A.M.P. Time (learning about my passion) students will explore their passions and careers via zoom. -DME counselor will provide weekly lessons for individual classrooms to educate our students on the Character Counts Pillars via zoom. -DME counselor will hold Thoughtful Thursday's weekly during live announcements. (SEL topics) -Teachers will recognize two students from their grade level each month who are exhibiting a particular character trait. -High School Pals <b>Strategy's Expected Result/Impact:</b> Percentage of time allocation for direct school counseling services will increase from 24.6% to 30%. Attendance rates to increase from 97.3% to 97.5% <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Secretary	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<b>Strategy 3:</b> House System (Cultural Tenet) We are Family Each month the meetings will focus on a character education pillar. Creating a family-like bond with mixed grade level groups and staff members. As a house, they can earn points through display of good character, academic growth and excellence, teamwork, compassion, school spirit and being accountable to each other. Houses will collaborate and conduct a service learning project.  <b>Strategy's Expected Result/Impact:</b> Attendance rates to increase from 97.3% to 97.5% <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Counselor Staff  <b>Title I Schoolwide Elements:</b> 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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**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> McCops Safety Committee will create the campus safety plan that will outline all policies and procedures in case of emergencies. This team will help facilitate campus drills and help communicate with the members of the district safety and security team. <b>Strategy's Expected Result/Impact:</b> 90% positive responses to safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Raptor will be utilized for 100% of visitors to campus. <b>Strategy's Expected Result/Impact:</b> 90% positive responses to safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal 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> DME will offer a variety of student clubs for students to participate in: Chess Club, All City Choir, Math Pentathlon, Media Team, STUCO, DI, Rowdy Runners, robotics. <b>Strategy's Expected Result/Impact:</b> The number of students participating in extracurricular activities will increase 5%. (327 to 343) <b>Staff Responsible for Monitoring:</b> None	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Daily publish and celebrate examples of growth mindset among students. -Facebook -Twitter -Family Newsletters -DME Marquee <b>Strategy's Expected Result/Impact:</b> Attendance rate to increase 97.3% to 97.5%. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal	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> If additional renovations are needed a renovations team will be created that involves staff, students, and community.  <b>Strategy's Expected Result/Impact:</b> Increased ownership and collective wisdom for the school.  <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
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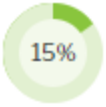




**Goal 4:** Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

**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 a yearly budget that is 100% aligned to the financial expenditures connected to the campus goals and the MISD cultural tenets.  <b>Strategy's Expected Result/Impact:</b> Number of cross-function transfers to equal 0%.  <b>Staff Responsible for Monitoring:</b> Principal Secretary	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>June</b>
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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> Iplan Days, Campus Professional Development and campus PLCs are scheduled on the 20-21 calendar to promote best practices and support curriculum and technology integration and support virtual learning.  <b>Strategy's Expected Result/Impact:</b> 90% of teachers scoring accomplished or higher on MPOWERED planning/instruction.  CASE Score in Classroom domain as proficient or higher as measured by Brightbytes  <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Teachers Icoaches	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></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 goal to resolve 75% of issues within 24 hours.







<b>Strategy 1:</b> Icoaches will implement a calendar of visits with staff to increase the capacity of staff in curricular and technology integration support. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Icoaches	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>June</b>
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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






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

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

<b>Strategy 1:</b> DME will use a variety of communication tools to communicate with 100% of staff ( email, newsletters, social media, and Remind 101. calendar invites, LID notes, grade level meeting, McClatchey Messenger, Faculty meetings, shared calendar, and McClatchey Informational Hub).  <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey with an overall employee satisfaction going from 98% to 99% satisfaction on the Youth Truth survey.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Design and hold a variety of collaborative meetings to include 100% of the staff: (C4D, Staff Meetings and Team Building Activities))  <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey with an overall employee satisfaction going from 98% to 99% satisfaction on the Youth Truth survey.  <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Sunshine Committee	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.

<p><b>Strategy 1:</b> DME will use a variety of communication tools to communicate with 100% of parents (email, newsletters, social media, McClatchey Messenger and a shared calendar).</p> <p>DME staff will manage and update campus and teacher websites, Facebook page, and Twitter feeds with campus news, events, and notifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey with an increase of 93% to 98% satisfaction on the communication key measure on the Youth Truth survey from family survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Office staff LMS PTO</p>	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 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> DME will work with the PTO to encourage 100% engagement of families in school. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey with an increase from 72% to 80% overall satisfaction on the communication key measure on the Youth Truth survey from family survey.  Community partnerships will be maintained. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal PTO	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Customer Service. Training for 100% of office staff on customer service. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey with an increase from 72% to 80% overall satisfaction on the communication key measure on the Youth Truth survey from family survey. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2	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> In partnering with our PTO and community volunteers DME will continue to communicate and include volunteers as appropriate while maintaining Covid 19 safety procedures.  -Counselor Virtual Career Week -set up community to participate virtually.  <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey with an increase from 72% to 80% overall satisfaction on the communication key measure on the Youth Truth survey from family survey.  Community partnerships will be maintained.  <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Counselor PTO	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 20%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# State Compensatory

## Budget for McClatchey Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 00 109 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,435.00
199-13-6119-00-109-024-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,971.00
199 E 11 6129 00 109 0 24 000	6129 Salaries or Wages for Support Personnel	\$10,164.62
<b>6100 Subtotal:</b>		<b>\$72,570.62</b>

## Personnel for McClatchey Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hendricks, Christina	Paraprofessional	McClatchey Content Mastery At-Risk	.25
Leatherwood, Stacy	Paraprofessional	McClatchey Content Mastery At-Risk	.33
Malone, Shanna	Teacher	Supplemental Social Services	.07
Spradley, Michelle	Teacher	Interventionist	1

# 2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Stacy Germany	Principal
Administrator	La-shea Slaydon	Assistant Principal
Non-classroom Professional	Nikki Moon	Counselor
Classroom Teacher	Angeli Johnson	Fifth Grade Teacher
Classroom Teacher	Shannon Henderson	Third Grade Teacher
Classroom Teacher	Chaynie Borum	Third Grade Teacher
Classroom Teacher	Ashley MacDonald	Fifth Grade Teacher
Classroom Teacher	Jillian Alexander	Second Grade Teacher
Classroom Teacher	Mischa Wadsworth	Fifth Grade Teacher
Parent	Ana Luz Hernandez	Parent
Parent	Amy Cornett	Parent
Parent	Carissa Martinet	Parent
Business Representative	Maci Pittman	Nutrition Theory
Community Representative	Sherry Goldman	community
Business Representative	Celina Chambers	Business
Community Representative	Dolores McClatchey	community
District-level Professional	Judy Walling	District

# Addendums