

**Midlothian Independent School District**  
**LaRue Miller Elementary School**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

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

## Vision

At LaRue Miller Elementary, we *#cando and #willdo our personal best to inspire excellence and change the world!*

## Core Beliefs

We believe a safe, engaging, rigorous, and diverse learning environment provides the best opportunity for students to reach their fullest potential.

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

696 students (Boys = 54%, Girls = 46%)

White = 70%, Hispanic = 15%, AA = 7%, Asian = 1%, American Indian or Alaskan Native = <1%, 2 or More Races = 6%

Economically Disadvantaged: 16%

Mobility: Temporary Residency = 62, Lease = 21

At-Risk: 87 (12.5%)

### Demographics Strengths

LME's diversity is growing which provides new perspectives and opportunities.

# Student Learning

## Student Learning Summary

STAAR scores indicate improvements in 3rd and 5th grade math scores, 3rd grade overall reading scores, and 4th grade meets and masters levels.

## Student Learning Strengths

Top 25% Comparative Academic Growth

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our relative performance score was a 59 (F) - Eco Dis Compared to Similar Schools.

**Problem Statement 2:** 73% of our 4th grade learners earned "approaches grade level" for STAAR Writing.

# School Processes & Programs

## School Processes & Programs Summary

MISD has provided teachers with a curriculum that is guaranteed and viable. This curriculum is designed for autonomy between campuses to create cohesiveness within our classrooms and to ensure that students are being taught the TEKS to the rigor and specificity of each standard. Our curriculum, the TEKS Resources System, provides the alignments of TEKS and ELPS. During Professional Development Days, teachers meet together to work through their instructional focus document and align their lessons to the standards. PLC groups collaborate to ensure TEKS are aligned vertically and horizontally between grade levels.

Student Expectations for Problem Solving and Real World Problems:

- We arGenius Hour
- Destination Imagination
- Math Pentathlon
- Service Learning Projects
- Kindness and Compassion Club
- Student Council
- All-City Choir
- Spring Choir
- Miller Bells

Teachers utilize "Quick Checks" to check for mastery of the TEKS. Teachers analyze data to implement instructional strategies to target student strengths and weaknesses. On a campus level we use Grade Level Data sheets to track patterns and trends within each unit. Grade levels collaborate quarterly to discuss student data and create an action plan to address areas of concern. Teachers create Student Learning Objectives to monitor and increase student performance.

Differentiation is provided to students through:

- Gifted and Talented
- Challenge Labs
- Tiered Interventions
- Learning Lab
- SOS Day
- PAL Program
- Inclusion
- Dyslexia
- ESL
- iStation
- BluePrint / Imagine Math

Character Education:

- Restorative Practices
- Shared Book Study, Kinder - 5th Grade (Inch and Miles, The Journey to Success)
- Shared Book Studes, Kinder - 5th Grade (Picture Books once a month that highlight leadership characteristics)

- Character Class with Counselor
- Positive Office Referrals

Professional Development opportunities are provided through:

- District / Campus
- Region 10
- Teacher Need

Other Resources:

- High School Partnerships (PALS, Football Readers, Partners in PE)
- POPs
- Campus activities
  - Genius Hour
  - Miller Rallies
  - Author visits
  - PTO events
  - Music programs
  - Fine Art Show

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

All learners have an opportunity to achieve their fullest potential in and out of class. While mastery of the TEKS is essential, it is the base-line for success not the end-goal. Learners at LME have multiple areas to explore their passions through extracurricular programs.

# Perceptions

## Perceptions Summary

At Miller Elementary, we strive to have a #cando, #will do attitude as we work to become our personal best.

- We treat children fairly. We do not yell. We show grace and give kids another chance (every time). We do not give up on kids.
- We teach the TEKS. All activities are intentionally aligned to the specificity and rigor the TEKS to ensure our learners have every opportunity to master grade level content.
- We are present and positive. We show up on time, and when we are on campus, we are focused on what is most important, the people around us. Positivity breeds positivity.

YouthTruth Survey 2019

On an **absolute** basis, Miller staff members provided the highest ratings on **Relationships** and **Engagement**, while the lowest rated topics were **Professional Development and Support** and **Culture**.

On an **absolute** basis, Miller family members provided the highest ratings on **Relationships** and **Culture**, while the lowest rated topics were **School Safety** and **Communication and Feedback**.

On an **absolute** basis, Miller students provided the highest ratings on **Engagement** and **Relationships**, while the lowest rated topics were **Culture** and **Academic Rigor**.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**







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

# Goals

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






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

| <b>Strategy 1:</b> Create aligned strategies, vocabulary, and activities for reading, writing, math, and science in grades K-5 through vertical monthly PLCs.<br><br><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. (77% to 80% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)--will add BOY math data when available<br><br>Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.<br>Reading (3 - 5 Masters)--2019 data<br>34, 31, 31 to 35<br>Math (3-5 Masters)<br>30, 39, 54 to 33, 42, 54<br>Writing (4 Masters)<br>12 to 15<br>Science (5 Masters)<br>29 to 32<br><br><b>Staff Responsible for Monitoring:</b> Canvas (Resources, Discussion Posts, and Reflections)<br><br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 | Reviews   |     |      |           |
|--|-----------|-----|------|-----------|
|  | Formative |     |      | Summative |
|  | Nov       | Feb | June | June      |

| <b>Strategy 2:</b> Teachers will plan collaboratively to design aligned lessons during iPlan days and campus professional development.<br><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. (77% to 80% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)--will add BOY math data when available<br><br>Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.<br>Reading (3 - 5 Masters)--2019 data<br>34, 31, 31 to 35<br>Math (3-5 Masters)<br>30, 39, 54 to 33, 42, 54<br>Writing (4 Masters)<br>12 to 15<br>Science (5 Masters)<br>29 to 32<br><br><b>Staff Responsible for Monitoring:</b> iPlan Day Attendance (Principals)<br>Grade Level Meetings<br>Logs (MIT)<br><br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 | Reviews   |     |      |           |
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|   | Nov<br>  | Feb | June | June      |
| <b>Strategy 3:</b> Teachers will develop targeted instruction based on pre-assessment data and will use iCoaches and/or grade level collaboration.<br><b>Strategy's Expected Result/Impact:</b> 70% of students will show growth on post progress indicators as evidenced by quarterly AWARE reports.<br><b>Staff Responsible for Monitoring:</b> Teachers<br><b>TEA Priorities:</b> Build a foundation of reading and math   | 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.

| <b>Strategy 1:</b> Teachers will utilize available technology to enhance lesson design and increase student choice in product.<br><b>Strategy's Expected Result/Impact:</b> At least 25 percent of teachers will score accomplished or higher on M*Powered Instruction and planning Dimensions, (currently 17%)<br><br>Increase BrightByte scores on Classroom Overall.<br>1047 (2019) to 1060<br><b>Staff Responsible for Monitoring:</b> Evaluations / Walk-Throughs (Principals)<br>Logs (MIT, TLL)<br>Workshop Wednesday Agendas (Principals / Teachers)<br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 | Reviews  |     |      |           |
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| <b>Strategy 2:</b> Students in grades 3-5 will participate in performance assessments for math.<br><b>Strategy's Expected Result/Impact:</b> Brightbyte data of student use of the 4 C's will increase from 1067 (2019 data) to 1100.<br><b>Staff Responsible for Monitoring:</b> Teachers and iCoaches   | Reviews  |     |      |           |
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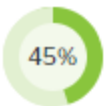




**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**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.

| <b>Strategy 1:</b> 1) Activities will be calibrated against the specificity of the TEKS at least once a semester for each grade for both ELAR and Math.<br><br><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. (74% to 77% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)<br><br>Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.<br>Reading (3 - 5 Masters)<br>34, 31, 31 to 35<br>Math (3-5 Masters)<br>30, 39, 54 to 33, 42, 54<br>Writing (4 Masters)<br>12 to 15<br>Science (5 Masters)<br>29 to 32<br><br><b>Staff Responsible for Monitoring:</b> Calibration Sheets<br>(Principals / Teachers)<br><br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 | Reviews   |     |      |           |
|--|-----------|-----|------|-----------|
|  | Formative |     |      | Summative |
|  | Nov       | Feb | June | June      |







| <b>Strategy 2:</b> 2) Teachers will plan collaboratively to design aligned lessons during iPlan days and campus professional development.<br><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. (74% to 77% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)<br><br>Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.<br>Reading (3 - 5 Masters)<br>34, 31, 31 to 35<br>Math (3-5 Masters)<br>30, 39, 54 to 33, 42, 54<br>Writing (4 Masters)<br>12 to 15<br>Science (5 Masters)<br>29 to 32<br><br><b>Staff Responsible for Monitoring:</b> iPlan Day Attendance (Principals)<br>Agendas (Principals / Team Lead)<br>Logs (MIT)<br><br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 | Reviews  |     |      |           |
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|  | Formative  |     |      | Summative |
|  | Nov<br> | Feb | June | June      |
| <b>Strategy 3:</b> Partner with Region 10 Cooperative for Additional Professional Development Needs.<br><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. (74% to 77% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)<br><br>Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.<br>Reading (3 - 5 Masters)<br>34, 31, 31 to 35<br>Math (3-5 Masters)<br>30, 39, 54 to 33, 42, 54<br>Writing (4 Masters)<br>12 to 15<br>Science (5 Masters)<br>29 to 32<br><br><b>Staff Responsible for Monitoring:</b> Region 10 Registration Rosters<br><br><b>Funding Sources:</b> - ESSA-Title II-TPRT - \$1,454  | Reviews  |     |      |           |
|  | Formative  |     |      | Summative |
|  | Nov  | Feb | June | June      |



|   |  |     |      |                  |
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| <b>Strategy 4:</b> Teachers will participate in relevant professional development throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> YouthTruth Survey data will increase from 72% satisfaction in professional development to 75%.<br><b>Staff Responsible for Monitoring:</b> Rosters / Sign In Sheets / Eduphoria Workshop<br><br>YouthTruth Survey                                  | <b>Reviews</b>   |     |      |                  |
|   | <b>Formative</b>   |     |      | <b>Summative</b> |
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**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.

|   |  |     |      |           |
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| <b>Strategy 1:</b> Implement a common time across the campus for students to receive prescriptive interventions based on weak SEs to maximize student learning and close performance gaps.<br><br><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. (74% to 77% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)<br><b>Staff Responsible for Monitoring:</b> SATs (Principals)<br>Walk-Throughs / Evaluations (Principals)<br>Progress Monitoring Logs (Teachers)<br>Master Schedule<br><br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6<br><br><b>Funding Sources:</b> Supplements for ESL K-12 - ESSA-Title II-TPRT - \$500, Funds for Homeless Students - ESSA-Title I - \$125, ELL Training through Region 10 - ESSA-Title III-Second Language Acquisition - \$550 | Reviews  |     |      |           |
|   | Formative  |     |      | Summative |
|   | Nov  | Feb | June | June      |
|   |   |     |      |           |
| <b>Strategy 2:</b> Utilize Lead4Ward High Yield Strategy Playlists<br><br><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. (74% to 77% Tier 1 - iStation)<br><br>Measure 2: Math progress indicators - Tier 1 students K-2 on track to meet grade level expectations. (New BluePrint Data)<br><br>Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment.<br>Reading (3 - 5 Masters)<br>34, 31, 31 to 35<br>Math (3-5 Masters)<br>30, 39, 54 to 33, 42, 54<br>Writing (4 Masters)<br>12 to 15<br>Science (5 Masters)<br>29 to 32<br><br><b>Staff Responsible for Monitoring:</b> Vertical PLCs - Canvas Discussion Posts (Principals / Teachers)<br>Walk-Throughs / Evaluations (Principals)<br><br><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6   | Reviews  |     |      |           |
|   | Formative  |     |      | Summative |
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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> Counselor will send Duke Tip letters home and invite parents to district level informational meeting.<br><b>Strategy's Expected Result/Impact:</b> Number of students (grade 4-5) invited to Duke Talent Identification Program. (68 to 72)<br><b>Staff Responsible for Monitoring:</b> Counselor<br><b>Title I Schoolwide Elements:</b> 2.5, 3.2  | Reviews  |     |      |           |
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| <b>Strategy 2:</b> Aligned lessons and activities, exemplar lessons, vertical alignment on low SEs.<br><b>Strategy's Expected Result/Impact:</b> Increase number of students qualifying for advanced academics by 3%.<br><b>Staff Responsible for Monitoring:</b> Principals  | Reviews  |     |      |           |
|   | Formative  |     |      | Summative |
|   | Nov<br> | 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% or above overall market value of employee salaries as measured by TASB.

|   |                  |            |             |                  |
|---|------------------|------------|-------------|------------------|
| <b>Strategy 1:</b> Utilize research-based screening process (Humanex)<br><b>Strategy's Expected Result/Impact:</b> Hire high-quality candidates by using Humanex 100% of the time.<br><b>Staff Responsible for Monitoring:</b> Principals | <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 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> New staff on campus will participate in the MISD Mentorship Program.<br><b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by Staff survey will increase by 3%.<br><br>Culture: 76% to 78%<br>Engagement: 83% to 85%<br>Relationship 85% to 87%<br>PD and Support: 76%-78%<br><br>Maintain 89% Staff Retention Rate or better.<br><b>Staff Responsible for Monitoring:</b> Mentor<br><b>Funding Sources:</b> Mentors for new teachers - ESSA-Title II-TPRT - \$1,000 | Reviews  |     |      |           |
|  | Formative  |     |      | Summative |
|  | Nov<br> | Feb | June | June      |

|  |  |     |      |           |
|--|--|-----|------|-----------|
| <b>Strategy 2:</b> Recognize staff (Positive Office Referrals, "I See You" notes, birthdays, attendance, etc.)<br>PTO luncheons and cart days<br>Interviews for News<br>Team Design Time<br>Hallway Happy Hours<br>Teacher Shout-Outs on Video Announcements<br>What would you rather with With Wendel Wednesdays.<br><b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey will increase by 3%.<br><br>Staff Attendance to decrease to 5%<br><br>Maintain 89% Staff Retention Rate or better.<br><b>Staff Responsible for Monitoring:</b> Principals<br>PTO<br>Librarian<br>Teachers | Reviews  |     |      |           |
|  | Formative  |     |      | Summative |
|  | Nov<br> | Feb | June | June      |

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



No Progress

100%

AccomplishedContinue/ModifyDiscontinue











**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 lead professional development opportunities for campus and district initiatives.<br><br>(PLCs - Teacher Leadership, Team Leads, MALA Participant, ILL, Mentor, etc.)<br><br><b>Strategy's Expected Result/Impact:</b> Survey feedback with 80% satisfaction of all participants in leadership opportunities.<br><br><b>Staff Responsible for Monitoring:</b> Principals  | Reviews  |     |      |           |
|---|--|-----|------|-----------|
|   | Formative  |     |      | Summative |
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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> Increase direct school counseling services.<br><b>Strategy's Expected Result/Impact:</b> Percentage of time allocation for direct school counseling services increase from 15%-25%.<br><b>Staff Responsible for Monitoring:</b> Counselor Log<br><b>Funding Sources:</b> Training for Counselors - ESSA-Title IV - \$1,000   | Reviews  |   |  |           |
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|   | Formative  |   |  | Summative |
|   | Nov<br>   | Feb   | June   | June      |
| <b>Strategy 2:</b> Utilize our SEL Specialist for additional training and resources.<br><b>Strategy's Expected Result/Impact:</b> None<br><b>Staff Responsible for Monitoring:</b> SEL Log<br><b>Funding Sources:</b> - ESSA-Title IV - \$609   | Reviews  |   |  |           |
|   | Formative  |   |  | Summative |
|   | Nov<br>   | Feb   | June   | June      |
| <b>Strategy 3:</b> Implement bullying prevention assemblies through Aim for Success.<br><b>Strategy's Expected Result/Impact:</b> Reduced bullying investigations.<br>Increase safety ratings on student survey:<br>Do you feel safe at school? An increase from 2.67 to 3.0.<br><b>Staff Responsible for Monitoring:</b> None<br><b>Funding Sources:</b> Aim for Success - ESSA-Title IV - \$2,200   | Reviews  |   |  |           |
|   | Formative  |   |  | Summative |
|   | Nov<br>  | Feb<br> | June<br> | June      |
| <b>Strategy 4:</b> Cultural Proficiency training will occur on a regular schedule with 100% staff attendance rate.<br><b>Strategy's Expected Result/Impact:</b> Increased knowledge on cultural proficiency and development of strategies to implement.<br>100% of staff will participate in cultural proficiency.<br><b>Staff Responsible for Monitoring:</b> None   | Reviews  |   |  |           |
|   | Formative  |   |  | Summative |
|   | Nov<br> | 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.

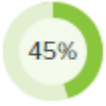
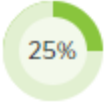




**Performance Objective 2:** Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

| <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.<br><br><b>Strategy's Expected Result/Impact:</b> All students and staff will be trained and prepared in case of an emergency.<br><br>Positive response to safety and security survey questions to increase from 73% to 77%.<br><br><b>Staff Responsible for Monitoring:</b> Principals | Reviews   |   |   |           |
|--|---|---|---|-----------|
|  | Formative   |   |   | Summative |
|  | Nov   | Feb   | June  | June      |
|  |  |  |  |           |
| <b>Strategy 2:</b> Raptor will be utilized for all visitors to campus.<br><br><b>Strategy's Expected Result/Impact:</b> 100% positive response to safety and security survey questions.<br><br><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> We will target students and their families who have high chronic absences and develop a plan for these students.<br><b>Strategy's Expected Result/Impact:</b> Attendance Rates will increase from 96.86% to 97%.<br><b>Staff Responsible for Monitoring:</b> Principals<br>PEIMS   | Reviews  |     |      |           |
|---|--|-----|------|-----------|
|   | Formative  |     |      | Summative |
|   | Nov<br> | Feb | June | June      |
| <b>Strategy 2:</b> Attendance Awareness Notifications (attendance.org) for parents<br><b>Strategy's Expected Result/Impact:</b> Attendance Rates will increase from 96.86% to 97%.<br><b>Staff Responsible for Monitoring:</b> Principals<br>PEIMS  | Reviews  |     |      |           |
|   | Formative  |     |      | Summative |
|   | Nov<br> | Feb | June | June      |
| <b>Strategy 3:</b> Treats and shout outs for class with highest attendance rate for the 9 weeks.<br><b>Strategy's Expected Result/Impact:</b> Attendance rates will increase from 96.86% to 97%.<br><b>Staff Responsible for Monitoring:</b> PEIMS<br><br>Principals  | 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 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.<br><br><b>Strategy's Expected Result/Impact:</b> As needed, surveys will be sent to staff for facility improvements. Then staff committee will complete actions based on feedback. Evidence will be from action plan.<br><br><b>Staff Responsible for Monitoring:</b> Principals | Reviews   |     |      |           |
|--|-----------|-----|------|-----------|
|  | Formative |     |      | Summative |
|  | Nov       | Feb | June | June      |
| <div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div></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.<br><b>Strategy's Expected Result/Impact:</b> Number of cross-function transfers<br>From 2 to 0<br><b>Staff Responsible for Monitoring:</b> Principal<br>Secretary   | Reviews  |     |      |           |
|---|--|-----|------|-----------|
|   | Formative  |     |      | Summative |
|   | Nov<br> | Feb | June | June      |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |  |     |      |           |

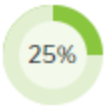





**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

**Performance Objective 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, Vertical PLCs<br><b>Strategy's Expected Result/Impact:</b> Percentage of teachers scoring accomplished or higher will increase from 7% to 12%.<br><br>CASE score in classroom will increase from 1047 to 1060.<br><b>Staff Responsible for Monitoring:</b> iPlan Sign-Ins<br>MIT<br>Principals<br>Canvas Modules<br><br><b>Funding Sources:</b> Region 10 co-op. Professional Development - ESSA-Title II-TPRT - \$1,454 | Reviews  |     |      |           |
|--|--|-----|------|-----------|
|  | Formative  |     |      | Summative |
|  | Nov<br> | 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 goal to resolve 75% of issues within 24 hours.







| <b>Strategy 1:</b> Provide structured, timely professional development for digital resources (1:1, mClass, Imagine Math / BluePrint, Wonders, Education Galaxy, iStation, Frontline, Class Link, StemScopes)<br><b>Strategy's Expected Result/Impact:</b> Percentage of teachers scoring accomplished or higher will increase from 7% to 12%.<br><br>CASE score in classroom will increase from 1047 to 1060.<br><b>Staff Responsible for Monitoring:</b> MIT<br>Principals   | Reviews  |     |      |           |
|---|--|-----|------|-----------|
|   | Formative  |     |      | Summative |
|   | Nov<br> | Feb | June | June      |
| <b>Strategy 2:</b> Create a Vertical Tech PLC to strategically implement new tech ideas into the classroom to enhance instruction, and analyze BrightByte data as well as develop strategies to implement to facilitate teachers moving left on the T-TESS rubric for M*Powered dimensions.<br><b>Strategy's Expected Result/Impact:</b> Percentage of teachers scoring accomplished or higher will increase from 7% to 12%.<br><br>CASE score in classroom will increase from 1047 to 1060.<br><b>Staff Responsible for Monitoring:</b> MIT<br>Principals<br>Teachers<br>CANVAS discussion and reflection posts. | Reviews  |     |      |           |
|   | Formative  |     |      | Summative |
|   | Nov<br> | 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 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> Utilize a variety of communication tools with staff (Remind, Staff Miller Minute, emails, calendar invites, shared calendar, Team Lead Meeting notes, grade level meetings, and faculty meetings).<br><b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey.<br>Culture - 4.02 to 4.15<br><b>Staff Responsible for Monitoring:</b> Principals<br>Team Leads                     | Reviews  |     |      |           |
|---|--|-----|------|-----------|
|   | Formative  |     |      | Summative |
|   | Nov<br> | Feb | June | June      |
| <b>Strategy 2:</b> Vertical PLCs, Staff Meetings, and Team Building<br><b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey.<br>Engagement from 83% to 86%<br><b>Staff Responsible for Monitoring:</b> Principals<br>Team Leads   | Reviews  |     |      |           |
|   | Formative  |     |      | Summative |
|   | Nov<br> | 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 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 (Remind, Miller Minute, emails, shared calendar, event schedule, PTO notifications).<br><b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey.<br>From 75% to 78%<br><b>Staff Responsible for Monitoring:</b> Principals<br>PTO  | Reviews  |     |      |           |
|--|--|-----|------|-----------|
|  | Formative  |     |      | Summative |
|  | Nov<br> | Feb | June | June      |
| <b>Strategy 2:</b> Teachers will create weekly newsletter email blast with curriculum snapshot for the following week.<br><b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured by district survey.<br><br>Regular Feedback - 71% to 75%<br>What to Learn - 76% to 80%<br>Clear Communication - 79% to 82%<br><b>Staff Responsible for Monitoring:</b> Team Leads<br><br>Principals<br><br>YouthTruth Survey | Reviews  |     |      |           |
|  | Formative  |     |      | Summative |
|  | Nov<br> | 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> Career Day speakers (virtually).<br>Partner with local churches to provide support for staff and students.<br>Virtual field trips with local community leaders / businesses.<br><br><b>Strategy's Expected Result/Impact:</b> Community Partnerships - From 18 to 20.<br><b>Staff Responsible for Monitoring:</b> Principals   | Reviews  |     |      |           |
|---|--|-----|------|-----------|
|   | Formative  |     |      | Summative |
|   | Nov<br> | 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 (mystery readers, fire awareness month, Football Readers, PALS, Partners in PE, Reach Council, Manna House, Police Department, Fire Department, Career Week)<br><br><b>Strategy's Expected Result/Impact:</b> Community Partnerships<br>Overall parent satisfaction as measure by district survey.<br>Increase engagement from 77% to 80%.<br>Increase culture score from 87% to 90%.<br><br><b>Staff Responsible for Monitoring:</b> Principals<br>Counselor<br><br>YouthTruth | Reviews  |     |      |           |
|--|--|-----|------|-----------|
|  | Formative  |     |      | Summative |
|  | Nov<br> | Feb | June | June      |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |  |     |      |           |

# State Compensatory

## Budget for LaRue Miller Elementary School

| <u>Account Code</u>           | <u>Account Title</u>   | <u>Budget</u>      |
|-------------------------------|--|--------------------|
| 6100 Payroll Costs            |  |                    |
| 199-11-6119-00-108-024-000    | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$62,910.00        |
| 199-13-6119-00-108-024-000    | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$3,971.00         |
| 199 E 11 6129 00 108 0 24 000 | 6129 Salaries or Wages for Support Personnel                       | \$11,139.36        |
| <b>6100 Subtotal:</b>         |  | <b>\$78,020.36</b> |

## Personnel for LaRue Miller Elementary School

| <u>Name</u>            | <u>Position</u>                      | <u>Program</u>               | <u>FTE</u> |
|------------------------|--------------------------------------|------------------------------|------------|
| Cates, Jacquelyn       | Paraprofessional                     | Content Mastery At-Risk      | .25        |
| Malone, Shanna         | Social Emotional Learning Specialist | Supplemental Social Services | .070       |
| Roberts, Kristina      | Paraprofessional                     | Content Mastery At-Risk      | .25        |
| Waites, Stella Jeanine | Teacher                              | Interventionist              | .90        |

# 2020-2021 Site Based Decision Making Team

| Committee Role              | Name              | Position                |
|-----------------------------|-------------------|-------------------------|
| Administrator               | Kara Wendel       | Assistant Principal     |
| Administrator               | Shannon West      | Principal               |
| Classroom Teacher           | Sherrie Gunter    | Teacher                 |
| Classroom Teacher           | Scott Fiorenza    | Teacher                 |
| Parent                      | Shelley Sims      | Parent                  |
| District-level Professional | Jim Norris        | District Rep            |
| Business Representative     | Eric Richter      | Business Rep            |
| Community Representative    | Stacey Rosales    | Community Rep           |
| Classroom Teacher           | Jennifer Meinzer  | Teacher                 |
| Classroom Teacher           | Laura Bass        | Teacher                 |
| Classroom Teacher           | Kathryn Sandlin   | Teacher                 |
| Classroom Teacher           | Hank Pendley      | Teacher                 |
| Classroom Teacher           | Beverly Simmons   | Teacher                 |
| Parent                      | Jessica Arriaga   | Parent                  |
| Business Representative     | Joelle Carrocci   | Business Representative |
| Community Representative    | Laura Satterfield | Community Rep           |

# Campus Funding Summary

| ESSA-Title I                               |           |          |   |              |            |
|--|-----------|----------|---|--------------|------------|
| Goal                                       | Objective | Strategy | Resources Needed                          | Account Code | Amount     |
| 1  | 4         | 1        | Funds for Homeless Students               |              | \$125.00   |
| Sub-Total                                  |           |          |   |              | \$125.00   |
| ESSA-Title II-TPRT                         |           |          |   |              |            |
| Goal                                       | Objective | Strategy | Resources Needed                          | Account Code | Amount     |
| 1  | 3         | 3        |   |              | \$1,454.00 |
| 1  | 4         | 1        | Supplements for ESL K-12                  |              | \$500.00   |
| 2  | 2         | 1        | Mentors for new teachers                  |              | \$1,000.00 |
| 5  | 1         | 1        | Region 10 co-op. Professional Development |              | \$1,454.00 |
| Sub-Total                                  |           |          |   |              | \$4,408.00 |
| ESSA-Title III-Second Language Acquisition |           |          |   |              |            |
| Goal                                       | Objective | Strategy | Resources Needed                          | Account Code | Amount     |
| 1  | 4         | 1        | ELL Training through Region 10            |              | \$550.00   |
| Sub-Total                                  |           |          |   |              | \$550.00   |
| ESSA-Title IV                              |           |          |   |              |            |
| Goal                                       | Objective | Strategy | Resources Needed                          | Account Code | Amount     |
| 3  | 1         | 1        | Training for Counselors                   |              | \$1,000.00 |
| 3  | 1         | 2        |   |              | \$609.00   |
| 3  | 1         | 3        | Aim for Success                           |              | \$2,200.00 |
| Sub-Total                                  |           |          |   |              | \$3,809.00 |
| Grand Total                                |           |          |   |              | \$8,892.00 |

# Addendums