Midlothian Independent School District

Midlothian High School

2021-2022 Campus Improvement Plan

Mission Statement

Creating A Better Future...One Student At A Time

Vision

Everyone at MHS is:

Passionate about making a difference in the lives of students;

Committed to avoid negative talk, negative attitudes, and negative people;

Treated with dignity and respect

Core Beliefs

GO 2: Good is the enemy of Great. Midlothian High School strives to be Great. GO 2: Requires the entire MHS STAFF doing more than is required at every level of the organization. Our core business at MHS is to "Engage Every Student, Everyday".

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Midlothian High School is a 5A high school in a rural-suburban area. Midlothian High School has a student population of right around 2100 students. The City of Midlothian is rapidly growing and the demographics of MHS have shifted over the last 10 years. The ESL and economically disadvantaged populations have grown, as has the racial diversity.

MHS Trends:

	2010-2011	2015-2016	2020-2021
% ECD	17.4%	18.4%	25.9%
% EL	0.4% (9)	0.5% (10)	2.3%
% SPED	9.5%	7.9%	11%
% White	73.8%	69%	58.6%
% Hisp.	16.7%	21.7%	25.2%
% Black	5.6%	5.8%	10%
At Risk	27.9%	40%	37.9%

Demographics Strengths

Strengths for MHS are a low mobility rate, low percentage of at-risk students (compared to the state average) and growing diversity in the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff does not match the student demographics. **Root Cause:** The student population has shifted substantially in the last 5-10 years and recruiting and hiring practices have not changed.

Student Learning

Student Learning Summary

2021 STAAR Performance Data

Subject	Approches	Meets	Masters
All	82	61	24
ELA/Reading	77	60	13
Mathematics	81	49	21
Science	89	61	26
Social Studies	92	75	50

4-Four-Year Graduation Rate 93.8%

College, Career, and Military Ready Graduates 54%

% of Student scoring a 3 or higher on AP exams 48%

Student Learning Strengths

The graduation rate is on a positive trajectory and newly implemented monitoring systems will help continue this trend.

Masters level achievement in Social Studies is 50% and students meeting grade level standard is 75%.

21% of students achieved at the masters level on Algebra I EOC, which is a strength considering all advanced students take Algebra I in middle school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance is relatively stagnant. Students are underperforming in advanced levels in English. There is room for growth in all areas, especially SPED, Emergent Bilingual, and Economically Disadvantaged. **Root Cause:** Instructional practices have not changed to meet the changing student demographic. COVID-19 created

substantial learning gaps for students who were not successful during Spring 2020 or the 2020-2021 school year.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, iPlan Days, 1:1 technology, Common Planning in content areas for tested subjects, targeted PD regarding TEKS-aligned instruction

Personnel - Humanex, teacher mentors, new teacher orientation, curriculum and technology support

Principals: Administrative interns- certified administrators that can help current campus admin and provide additional support

iCoaches with specific background in content areas who are able to help increase the capacity in our core subject teachers for technology integration and improve intructional practices.

Department Leaders- developing leaders on campus to provide support for their teams

ILL's (Instructional lead learners)- Specific staff who help organize district wide professional development.

AVID- Program designed to identify students who are college able, however, may not have the resources to navigate post secondary readiness on their own.

School Processes & Programs Strengths

There are many positions for leadership and staff members willing to serve in these roles. There is opportunity for building capacity, systems, and processes for growing leaders and creating a pipeline of leadership for MHS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an overall lack of systems and procedures for a campus as large as MHS. The campus would benefit from a cohesive set of expectations, professional development, systems, and processes. **Root Cause:** The lack of a defined need for the development of systems in past years has contributed to the slow development or absences of systems.

Perceptions

Perceptions Summary

There is an overall belief at MHS is a great place to send students to learn and for staff to work. MHS is perceived to be a place that prepares students for success in life after high school- college, career, military, or independent living. MHS is known for high achieving extra curriculur programs such as sports, performing arts, visual arts, debate, and many others.

We aspire to exemplify the cultural tenants of MISD and to give every student a place to belong and a high quality education. We want all students, staff and the community to be proud of the work of MHS.

Perceptions Strengths

Rich history and a tradition of excellence. Very student-centered atmosphere with a focus on student voice, choices in education, and the opportunity for academic excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: MHS is perceived to struggle with campus perception and school culture. The lack of a campus-wide behavior management or relationship-building professional development program has created an environment where there are no standard expectations or processes campus-wide. **Root Cause:** A changing student demographic has created a need that has not been fully acknowledged regarding planning PD for staff.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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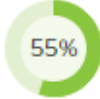
Goals

Revised/Approved: November 15, 2021

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 an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

Evaluation Data Sources: TTESS M*Powered Domain 1 and 2 data
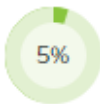
Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize PLC time to collaborate with peers and implement/strengthen standards-based planning and instruction to ensure that the full depth and complexity of the TEK is taught. **Strategy's Expected Result/Impact:** Rigorous, TEKS-aligned lessons **Staff Responsible for Monitoring:** Campus admin, iCoaches **ESF Levers:** Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize PLC time to intentionally develop lessons that utilize best practices such as small group instruction, student choice, and workshop model to create individualized learning opportunities for all students. **Strategy's Expected Result/Impact:** Increased rigor in the classroom. **Staff Responsible for Monitoring:** Campus admin, iCoaches **ESF Levers:** Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
	35%		

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

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

Performance Objective 2: Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

HB3 Goal

Evaluation Data Sources: Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Deliver professional development in Math and Reading regarding standards-based instruction and the use of data to differentiate to meet individual student needs.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increased student performance in classroom assessments, MAP, and STAAR. **Staff Responsible for Monitoring:** Campus admin **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development to all staff regarding the meaning and use of MAP and STAAR Interim Assessment data to individualize instruction for students.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: 70% of all students will meet or exceed growth measure for MOY MAP. **Staff Responsible for Monitoring:** Campus admin and iCoaches **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Deliver Accelerated Instruction to students who were unsuccessful on the prior year's STAAR test- targeted, specific TEKS-based instruction	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: 10% reduction in number of students required to receive AI during 2022-2023 school year based on EOC retesters only (excludes 8th graders) **Staff Responsible for Monitoring:** MHS Admin, AI Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	65%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will have the opportunity to participate in job-shadowing opportunities through instructional rounds or other campus visits.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increased collaboration between teachers; implementation of new ideas and practices at MHS **Staff Responsible for Monitoring:** Campus admin	10%		

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

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

Performance Objective 3: Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

HB3 Goal

Evaluation Data Sources: Eduphoria
Cambrium

Strategy 1 Details	Formative Reviews		

Strategy 1: Utilize data from interim/district assessments to hold student data conferences to discuss progress, areas of needs, and plans for growth.
    Strategy's Expected Result/Impact: 70% of students will meet growth measure on EOY MAP or STAAR assessments.
    Staff Responsible for Monitoring: Campus admin, iCoaches
 	
    ESF Levers: Lever 2: Effective, Well-Supported Teachers
	Formative		

	Dec	Mar	June
	5%		
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 4: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: BrightByte Data

Strategy 1 Details	Formative Reviews		
Strategy 1: iCoaches will provide regular, ongoing support for teachers during PLC time to incorporate the 4 Cs into regular lesson plans.	**Formative**		
Strategy's Expected Result/Impact: Increased Brightbyte data by at least 5 scaled points. **Staff Responsible for Monitoring:** Campus admin, iCoaches **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	Dec	Mar	June
	5%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 5: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

HB3 Goal

Evaluation Data Sources: Frontline Tier data
AI progress monitoring/STAAR/MAP
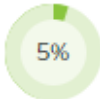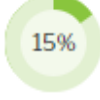
Strategy 1 Details	Formative Reviews		
Strategy 1: Tier 1 Instruction Focus: Utilize PLC time to develop lessons that are rigorous, TEKS-aligned, and individualized to meet student needs and increase student achievement after initial instruction.	**Formative**		
Strategy's Expected Result/Impact: Decrease AI population by 10% for SY2022-2023	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin, iCoaches **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 6: 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.

HB3 Goal

Evaluation Data Sources: Increase of students in advanced academic courses
Increase in CCMR accountability

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve student advising strategies by implementing an individual student data sheet that will be used during student advising meetings to more appropriately advise students based on a larger sampling of individual data.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Increased enrollment in advanced academics by at least 2 percentage points.
     Staff Responsible for Monitoring: Campus admin, Counselors
 	
     ESF Levers: Lever 1: Strong School Leadership and Planning
	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Complete data digs with teachers of advanced academics courses to identify students performing below their potential and develop plans to increase students mastering the content.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased AP scores, EOC scores, TSI scores, and participation in advanced academics courses. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize AP Potential Report to advise students for targeted AP/Pre-AP coursework.	**Formative**		
Strategy's Expected Result/Impact: Increased participation in advanced academics.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors, campus admin **ESF Levers:** Lever 1: Strong School Leadership and Planning	15%		
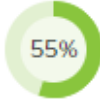
Strategy 4 Details	Formative Reviews		
Strategy 4: Host an Advanced Academics Parent Night to involve parents in advising discussions to maximize the potential of all students.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement in discussions surrounding advanced academics advising. **Staff Responsible for Monitoring:** MHS counselors and admin	**Dec**	**Mar**	**June**
	10%		

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

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

Performance Objective 7: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

HB3 Goal

Evaluation Data Sources: STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use assessment data to develop individualized instruction for students served by special education.	**Formative**		
Strategy's Expected Result/Impact: Increase SPED scores by 5 percentage points on STAAR for each subject area.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: campus admin, SPED staff **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	35%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will utilize AI instructional time during advisory to deliver targeted interventions for students.	**Formative**		
Strategy's Expected Result/Impact: Increase SPED students performance by 5 percentage points on STAAR.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin **ESF Levers:** Lever 5: Effective Instruction	55%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

Performance Objective 8: Increase Emergent Bilingual Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR 2022 LEP data by content, MAP Growth 2021-22 data

Strategy 1 Details	Formative Reviews		
Strategy 1: Improved TELPAS procedures to develop a culture of shared responsibility and accountability for the learning outcomes of emergent bilingual students.	Formative		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Improved TELPAS ratings **Staff Responsible for Monitoring:** Campus admin **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Additional Targeted Support Strategy**	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will participate in El Saber training to better meet the needs of emergent bilingual students.	Formative		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance for emergent bilingual students in classroom performance, campus assessments, and state assessments. **Staff Responsible for Monitoring:** campus admin **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Additional Targeted Support Strategy**	100%	100%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

    Evaluation Data Sources: Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend at least 2 DFW area job fairs to attract the newest talent to MHS.	**Formative**		
Strategy's Expected Result/Impact: Increased number of applicants to interview for vacancies to select the highest quality candidates.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin	0%		
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Participate in professional networking opportunities within Region X and XI to stay connected to regional leaders responsible for developing new teachers, recruitment, and developing retention programs.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased network to fill vacancies with quality candidates. **Staff Responsible for Monitoring:** Campus admin	50%		
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Campus involvement in the MISD TIA plan to provide opportunities for teachers to boost salaries and receive state recognition.	**Formative**		
Strategy's Expected Result/Impact: Increased retention of quality staff members and attracting new teachers to MISD who hold state recognition.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: MHS Admin	25%		
Strategy 4 Details	**Formative Reviews**		
Strategy 4: Utilization of social media to advertise open positions at MHS and network for the best possible replacement.	**Formative**		
Strategy's Expected Result/Impact: Increased numbers of applicants for open positions.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: MHS Admin	25%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

    Evaluation Data Sources: District Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: New staff on campus will participate in the MISD Mentorship Program. All staff will be included in campus-wide culture and climate-building activities.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased retention of quality staff and increase by 2% on staff satisfaction survey. **Staff Responsible for Monitoring:** Campus admin	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.
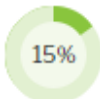
Evaluation Data Sources: AP Academy Survey
MALA Survey
Any additional Leadership type academies or programs

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement distributed leadership principles with staff members to develop new leadership pipelines on campus and allow staff to create innovative solutions to needs regarding supporting staff.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: 2% increase in staff satisfaction survey. **Staff Responsible for Monitoring:** Campus admin	30%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the personal skills survey.

    Evaluation Data Sources: Survey Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Begin to implement Capturing Kids' Hearts relationship building PD to targeted campus leaders and teacher leaders.	**Formative**		
Strategy's Expected Result/Impact: Increased interest in CKH program, improved relationships as evidenced by personal skills survey.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin	0%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted counseling lessons distributed to students during Advisory to meet a variety of needs, as evidenced by the Counseling Needs Assessment survey.	**Formative**		
Strategy's Expected Result/Impact: Increased student participation in guidance activities in targeted areas of need.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin, counseling team	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly attendance reports and check-ins to monitor for student disengagement and truancy concerns.	**Formative**		
Strategy's Expected Result/Impact: Increased attendance and connection to resources regarding attendance needs.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors and admin.	15%		

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus crisis plan outlines all policies and procedures in case of an emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increase by 5% in positive responses to safety and security survey questions. **Staff Responsible for Monitoring:** Campus admin	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Use of Raptor to screen all campus visitors.	Formative		
Strategy's Expected Result/Impact: Increase by 5% in positive responses to safety and security survey questions. **Staff Responsible for Monitoring:** Campus admin	Dec	Mar	June
	90%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Utllize Gaggle & StopIt to monitor student technology use and screen for potential issues- violence, mental health, abuse, etc.	Formative		
Strategy's Expected Result/Impact: Increased intervention for students who demonstrate a need. **Staff Responsible for Monitoring:** Counselors and Administrators	Dec	Mar	June
ESF Levers: Lever 3: Positive School Culture	80%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 3: Provide professional development and prevention programming for best practices for prevention and management outlined in state guidelines.

    Evaluation Data Sources: Prevention programs implemented on campuses reflected by the number of students in attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Aim for Success to provide best practices for prevention and management as outlined in state guidelines.	**Formative**		
Strategy's Expected Result/Impact: Decreased need for PEP services **Staff Responsible for Monitoring:** Campus admin	**Dec**	**Mar**	**June**
	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 4: Increase enrollment of AVID program by 2%

Evaluation Data Sources: Enrollment in AVID programs

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted recruiting of students who meet the AVID profile to capture participation and provide support early in a student's high school career.	Formative		
Strategy's Expected Result/Impact: Increase enrollment of AVID by 2%. **Staff Responsible for Monitoring:** Campus admin	**Dec**	**Mar**	**June**
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: AVID recruitment efforts at middle school campuses for early identification of students.	Formative		
Strategy's Expected Result/Impact: Increased AVID enrollment by 2%. **Staff Responsible for Monitoring:** Campus admin, campus AVID coordinator	**Dec**	**Mar**	**June**
	10%		

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

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

Performance Objective 5: Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

    Evaluation Data Sources: Diversity Council feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Inclusion of staff and students on the diversity council to represent a variety of viewpoints on the council.	**Formative**		
Strategy's Expected Result/Impact: Greater awareness, recognition, and celebration of our students' diverse backgrounds.	**Dec**	**Mar**	**June**
	80%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize collaborative practices to develop a campus budget that meets the needs of all departments to the degree feasible.	**Formative**		
Strategy's Expected Result/Impact: Staying within the budget.	**Dec**	**Mar**	**June**
	50%		

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

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

Performance Objective 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% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a collaborative budgeting process to plan for needs, wants, and purchases to reduce cross-function transfers on campus.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Reduced need for cross function transfers or use of activity funds if funds were not budgeted in the proper function. **Staff Responsible for Monitoring:** Campus admin	70%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 3: Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide PD for all staff that spends, collects, manages, or raises funds to ensure compliance with polices and procedures.	**Formative**		
Strategy's Expected Result/Impact: Increased financial integrity and trust within the community. **Staff Responsible for Monitoring:** Campus admin	**Dec**	**Mar**	**June**
	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

    Evaluation Data Sources: Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Apprenticeship, ESL Prep Course, Lead4ward PD, and PLC Meetings	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning. **Staff Responsible for Monitoring:** Campus admin, iCoaches	70%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Allocation of budget funds to allow for teacher-selected PD opportunities throughout the school year to meet the needs, goals, and growth desires of campus staff.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Willingness of staff to try new instructional practices and share professional learning on campus. **Staff Responsible for Monitoring:** Campus admin	50%		
Strategy 3 Details	Formative Reviews		
Strategy 3: Increased dropout prevention resources and opportunities for students who demonstrate being at-risk of not graduating.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased number of dropouts. **Staff Responsible for Monitoring:** Counselors and admin	15%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilization of TechHub to serve student and staff technology needs.	**Formative**		
Strategy's Expected Result/Impact: Resolution of technology issues within 24 hours.	**Dec**	**Mar**	**June**
	70%		
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in feedback opportunities with MISD Technology, as available, to provide input regarding staff and student preferences, needs, and hopes for the future. **Strategy's Expected Result/Impact:** Inform district budget and future planning regarding technology acquisitions. **Staff Responsible for Monitoring:** Campus admin	**Formative**		
	Dec	**Mar**	**June**
	60%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
Strategy 1: Public sharing of best practices in staff newsletters, campus emails, PLC meeting shoutouts, walkthrough feedback forms, and other individualized methods of communication.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Promotion of cultural tenants and improved employee morale.	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement student voice opportunities on campus including Principal's Advisory Committee, student voice meetings based on special interest topic areas, sending surveys, and conferencing with student leaders of school organizations.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student voice and ownership in MHS decisions and culture. **Staff Responsible for Monitoring:** Campus admin	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Increased opportunities for teacher voice and participation in the decision-making process on campus.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Improved morale and staff buy-in for campus wide decisions **Staff Responsible for Monitoring:** MHS Admin and Lead Teachers	40%		

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

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

Performance Objective 2: Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details		Formative Reviews		
Strategy 1: Host ongoing meetings- staff meetings, department leader meetings, admin team, CEIC, and PLC- to seek input regarding the campus needs.		**Formative**		
		Dec	Mar	June
Strategy's Expected Result/Impact: Increased staff participation in campus decisions. **Staff Responsible for Monitoring:** Campus admin		50%		
Strategy 2 Details		**Formative Reviews**		
Strategy 2: Each administrator will complete 10 walkthroughs per week to gather information about classroom activities, PD needs, and trends.		**Formative**		
		Dec	Mar	June
Strategy's Expected Result/Impact: Increased understanding of campus needs. **Staff Responsible for Monitoring:** Campus adin		30%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improved use of digital media (website social media) to share the stories of MHS achievement and MISD Proud moments.	**Formative**		
Strategy's Expected Result/Impact: Improved perception of MHS and increased understanding of positive occurrances at MHS. **Staff Responsible for Monitoring:** Campus principal.	**Dec**	**Mar**	**June**
	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 4: Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		

Strategy 1: Distribution of a weekly newsletter to the community regarding campus information, upcoming events, and MISD Proud moments to celebrate.
    Strategy's Expected Result/Impact: Increased community awareness of MHS current events and improved perception of MHS.
    Staff Responsible for Monitoring: Campus principal.
	Formative		

	Dec	**Mar**	**June**
	70%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Midlothian High School

Total SCE Funds:
Total FTEs Funded by SCE: 3.49
Brief Description of SCE Services and/or Programs

Personnel for Midlothian High School

Name	Position	FTE
Allen, John	Teacher	0.17
Hoff, Eric	Counselor	0.4
Irwin, Robert	Teacher	0.17
Johnson, Debra	Teacher	0.17
Lundberg, Patrick	Teacher	0.16
Redd, Danielle	Paraprofessional	0.83
Rodriguez, Tammy	Paraprofessional	0.25
Tipton, Coy	Teacher	1
Zajicek, Kathleen	Teacher	0.34

Addendums