

Midlothian Independent School District

Longbranch Elementary School

2020-2021 Campus Improvement Plan

LONGBRANCH



Lead · Love · Learn

Mission Statement

Lead with Love.

Learn with Passion.

Change Starts with Us.

Vision

Longbranch Elementary...Igniting the Spark to Change the World.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Longbranch Elementary serves Pre-K through 5th grade and PPCD. We continuously strive to find new ways to meet the needs of all our students by providing various programs such as GT, RtI, DI, Rowdy Runners, Longbranch Choir, Honnnnnor Council, Lady Cats and Lead Cats. We use data from survey results from staff, parents, and community to help us improve our practices in order to better serve our students.

Total Student Enrollment 2020-21

546

Total Student Enrollment by Race/Ethnicity

Asian-0.2%

African American-5.3%

White-64.1%

Hispanic/Latino-18.3%

Two or More Race Categories-4.4%

Total Student Enrollment by Gender

Total Male-269

Total Female-277

Student Enrollment by Type

Economically Disadvantaged-14.8%

English Language Learners-1.47%

Special Education-12.7%

STAFF 2020-21

Total Number of Full Time Staff-58

Problem Statements Identifying Demographics Needs

Problem Statement 1: 3rd grade special education data from 2019 indicates lack of progress in the area of reading and math. Reading-Approaches-22, Meets-11, Masters 11; 3rd grade math-Approaches-56, Meets-44, Masters-22 **Root Cause:** At the time of data collection (2019), our sped teacher caseload required teachers to have multiple grade levels together and multiple subjects to teach. Solution: Staff has been added to split the caseload amongst teachers who are able to teach their strengths. We need to focus on student growth for all students.

Student Learning

Student Learning Summary

Due to Covid-19 and the cancellation of STAAR, our most current student achievement data is 2019.

2019 STAAR

5th Math: Approaches-97%, Meets-67%, Masters-45%

5th Reading: Approaches-96%, Meets-65%, Masters-32%

5th Science: Approaches-89%, Meets-69%, Masters-39%

4th Math: Approaches-89%, Meets-69% Masters-54%

4th Reading: Approaches-83%, Meets-55% Masters-26%

4th Writing: Approaches-84%, Meets-34%, Masters-11%

3rd Math: Approaches-94%, Meets 77%, Masters-43%

3rd Reading: Approaches-90%, Meets-65%, Masters-42%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We did not meet target for growth in several areas. **Root Cause:** At the time, more support was needed for RtI. We need to focus on growth for all students.

School Processes & Programs

School Processes & Programs Summary

Instructional:

TRS Curriculum and M*Powered

Supplemental resources such as Number Talks, Number Corner, Patterns of Power: Invitation to Notice, Empowering Writers, Guided Reading/Continuum of Literacy Learning, various tech apps and programs

Assessments: CLI(PreK), Amplify (Kinder), DRA (1st-5th), iSip (1st-5th), Imagine Math (1st-5th) pre-post- Progress Indicators (K-5) are used to check mastery and inform need for intervention

Tier 1, 2, and 3 Response to Intervention (RtI) with progress monitoring, including informing parents

Teacher Goal Setting process through PLC and T-TESS

Student goal setting/self monitoring (T-TESS)

ESL, MTA, Inclusion, Resource, Speech, ECSE

Reading Academy year 1

Curricular:

GT, Destination Imagination, Math Pentathlon

Rowdy Runners, Lady Cats, Lead Cats, Student Council, Choir, Media Team, Wonder Workshops (PreK-2), Celebrate (3-5)

Red Ribbon Week, Career Week

Personnel:

Provide professional development and training as needed

Monthly staff meetings for communicating and for professional development

T-TESS growth model

Mentor for new teachers and lead teacher support

iCoach support

Humanex

Organizational:

Vertical Teams and grade level collaboration

Lead Teachers

Design Team

Safety and Security Teams

Technology trainings/iCoach support before, during and after school

iPlan Days

Flexible Furniture

Administrative:

Weekly Principal Meetings

AP Academy

T-PESS growth model for principal and AP

Principal Points

School Processes & Programs Strengths

Highly Qualified Staff

2nd-5th ELAR teachers have received Empowering Writing training

Restorative Practices

Learner Centered Innovation book study (shared at staff meetings)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percent of 3rd grade students that score meets or above on STAAR Reading will increase from 65%-70% from 2020-2024. **Root Cause:** We have not had enough focus on phonics instruction. To address this, K-3 teachers will go through a reading academy and phonics will be incorporated into daily reading instruction.

Perceptions

Perceptions Summary

Longbranch Mission-Lead with love. Learn with passion. Change Starts with us.

Longbranch Vision-Igniting the spark to change the world

We believe...

our community is a part of our family and we value and support each other like a family.

we celebrate the power of diversity by honoring individual unique strengths and talents.

in the unlimited potential of our students.

in the the strength of our community and that makes us Midlothian Strong.

in the importanace of building partnerships and trust with our students, staff, and all stakeholder, and we honor those relationships.

in excellence through purpose and that we are to cultivate each person's purpose and passion.

Communication:

Branch Bulletin, weekly

Weekly Parent E-mail

Twitter, Facebook, Remind

PTO Facebook and meetings

Family/Community Engagement:

Virtual Meet the Teacher with grade level expectations

Career presentations

Family/Community Nights

PTO/Volunteers

Campus Educational Improvement Committee (staff, parents, community)

Culture and Climate:

Friendly & helpful office staff

Restorative Practices

Weekly Character focus

Theme: Be Bold

Supportive staff

Mentor/Lead teachers

PTO grants

Active Volunteers

PAL Program

Wonder Workshops (K-2)

Celebrate (3-5)

Extra/Co Curricular activities

Perceptions Strengths

PTO/volunteers

Campus survey indicates we have a very positive culture, good safety/security measures, and good communication

Programs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a district we need better communicate that bullying and harassment will not be tolerated. We are putting a focus on "See it! Hear it! Stop it!" **Root Cause:** Lack of communication and understanding of how to report incidents of bullying/harassment. We are teaching students and staff through a district wide initiative with

conversations, posters, business cards/magnets with QR code of how to report.

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

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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

Parent/Community Data


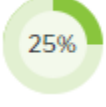
- Parent surveys and/or other feedback






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.

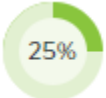






Strategy 1: 1. Teachers will plan collaboratively to design aligned lessons, use TEKS Resource System during iPlan days, collaboration with iCoach, campus professional development, and grade level PLC. Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-91 Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 94 Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment Math: Maintain- 3rd-41 4th-55 5th-45 Reading: 3rd-Maintain-42 4th-Increase from 27 to 40 5th-Increase from 32 to 40 Staff Responsible for Monitoring: iPlan Day Attendance (Principal) Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 2: 2. Grade level PLC's will be utilized for grade levels, iCoach, and administrators to review questions: What do you want students to learn? How will you know they have learned it? What will you do if they have or have not? Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-91 Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 94 Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment Math: Maintain- 3rd-41 4th-55 5th-45 Reading: 3rd-Maintain-42 4th-Increase from 27 to 40 5th-Increase from 32 to 40 Staff Responsible for Monitoring: iCoach PLC-Lead Teacher Principals Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: 3. Teachers will collaborate weekly with iCoach for lesson planning and design. Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-91 Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 94 Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment Math: Maintain- 3rd-41 4th-55 5th-45 Reading: 3rd-Maintain-42 4th-Increase from 27 to 40 5th-Increase from 32 to 40 Staff Responsible for Monitoring: iCoach Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

Strategy 4: Pre and Post assessments - Teachers will use pre and post assessment data to design instruction for students with a focus on Tier 1 instruction and enrichment for students showing mastery at an early stage. Strategy's Expected Result/Impact: target instruction for all students to grow. Staff Responsible for Monitoring: Principals. Assessment data is in Eduphoria. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
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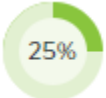





Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 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.

Strategy 1: K-2 students will participate in a variety of STEM activities (Wonder Workshops) throughout the year. 3-5 will pursue their passions on Fun Fridays Strategy's Expected Result/Impact: 1. Students gain confidence and help increase their SEL as measured on Panorama. 3rd-5th will gain better and deeper understanding of Social Studies content. Staff Responsible for Monitoring: Teachers, Mrs. Arnold (Counselor) Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: 2. Teachers will utilize available technology to enhance lesson design and increase student choice in product Strategy's Expected Result/Impact: 2. Percentage of teachers scoring proficient or higher on M*Powered Instruction, Dimensions, and T-TESS for each domain Increase from 88-90 Staff Responsible for Monitoring: 2. Evaluations/Walk-Throughs (Principals) Logs (iCoach, TLL) Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Encourage extra-curricular activities (Math Pentathlon, Choir, Rowdy Runners, Destination Imagination, Challenge Lab, Media Team, Lady Cats, Student Council). We are adding Lead Cats for 4th & 5th boys and Robotics. Strategy's Expected Result/Impact: Number of students involved in extracurricular activities (athletics, fine arts, elementary clubs) grade as of snapshot Increase by 10% (from 111-122) Staff Responsible for Monitoring: Teachers, Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 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.

Strategy 1: Implement Best Practices in ELAR and Math for All teacher K-5. Training for the new textbook adoption, Wonders. Math Fluency Kits training and materials for all K-5 teachers Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 91 Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-90 Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment Math: Maintain- 3rd-41 4th-55 5th-45 Reading: 3rd-Maintain-42 4th-Increase from 27 to 40 5th-Increase from 32 to 40 Staff Responsible for Monitoring: Attendance Rosters (Principal) Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 2: iPlan Days, Campus Professional Development Strategy's Expected Result/Impact: Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain Planning Instruction Learning Environment PPR Increase from 88 to 90 Staff Responsible for Monitoring: Attendance Roster (Principal) Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
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Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

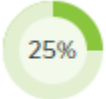

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting 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 70% on post-progress indicators.






Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle, Amplify, PIs, Imagine Math, iStation, STAAR

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 1: Implement a common time across the campus for students to receive prescriptive interventions based on weak SE's to maximize student learning and close performance gaps. Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 91 Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-90 Measure 3: Percentage of students achieving masters level on STAAR/EOC for each assessment Math: Maintain- 3rd-41 4th-55 5th-45 Reading: 3rd-Maintain-42 4th-Increase from 27 to 40 5th-Increase from 32 to 40 Staff Responsible for Monitoring: SAT's SIP's (Principal) Progress Monitoring Logs (Teachers) Title I Schoolwide Elements: 2.4, 2.5, 2.6	 25%			
	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: 2. RtI teacher collaborates with & supports teachers about RtI goals and progress monitoring. Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Maintain 91 Measure 2: Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations-Increase from 88-90 Staff Responsible for Monitoring: Lesson Plans (Principal) Title I Schoolwide Elements: 2.4, 2.5, 2.6	 25%			

Strategy 3: Kinder students will participate in stations and small groups weekly. The stations will consist of manipulatives, independent work, technology, and hands-on experiences. Strategy's Expected Result/Impact: To maintain 94% on Math Progress indicator on tier 1 students in math. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 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.

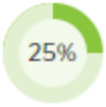




Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle, Amplify, PIs, Imagine Math, iStation, STAAR

Summative Evaluation: None

Strategy 1: GT teacher is collaborating with teachers to provide enrichment opportunities through literacy circles, choice boards and Challenge Lab. Strategy's Expected Result/Impact: Increased mastery level on star reading and math for GT students in grade 5. Staff Responsible for Monitoring: Principals, lesson plans Title I Schoolwide Elements: 2.5, 3.2	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

Strategy 1: Utilize research-based screening process (Humanex) Attend job fair inside MISD and recruit outside MISD.. Strategy's Expected Result/Impact: 100 % of staff will be Highly Qualified. Staff Responsible for Monitoring: Humanex screener (Principal) Job Fair Attendance (Principal) Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June

0% No Progress

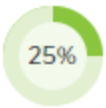
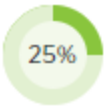
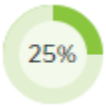




100% Accomplished

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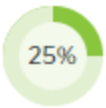





Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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.

Strategy 1: 1) New staff on campus will participate in the MISD Mentorship Program. Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey. Staff Retention Rate Maintain 96% Staff Responsible for Monitoring: Mentor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: 2) Recognize staff (Pawsitives, birthdays, Christmas party, Sunshine morale boosters, PTO boxed lunches). Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey. Staff Attendance Staff Retention Rate Maintain 96% Staff Responsible for Monitoring: Principals PTO Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: 3. Provide treats for staff each month (options: jean passes, grab and go treat trolley, recess coverage, Longbranch shirts & jeans on Wednesdays). Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey. Staff Attendance Staff Retention Rate Maintain 96% Staff Responsible for Monitoring: Principals, Mentor, Teachers, PTO	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 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.

Strategy 1: 1) Staff lead professional development opportunities for campus (SEL (Restorative Practices,) Best Practices in Learning, etc.) and district initiatives (ILL, Mentors, Lead4ward, Back to School PD, Staff Meeting-Learner Centered Innovation) Strategy's Expected Result/Impact: Increased leadership capacity in staff. 30% of teachers will lead in professional development Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 2: Encourage participation in district training, dyslexia teachers attend, Certified Academic Language Practitioner training (CALP). Prindle & Brown follow up from last year. Strategy's Expected Result/Impact: Increased capacity in staff 100% Dyslexia teachers will participate in CALP. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
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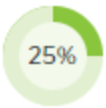

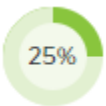




Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

Strategy 1: Weekly Restorative Circles to build relationships with classmates. Counselor provides weekly character lessons including bullying topics. Strategy's Expected Result/Impact: 0-3 substantiated reports of Bullying Staff Responsible for Monitoring: Design Team, Lesson plans, Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Guidance Lessons, School Counselor, Panorama, Weekly character videos, Kelsos Choices, more guidance lesson time, Riding the Waves, teaching more in all grade levels coping tools Strategy's Expected Result/Impact: Percentage of time allocation for direct school counseling services. Increase from 38%-48% Staff Responsible for Monitoring: Counselor Log Calendar Aim for Success lessons Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: 3. SEL, Shanna Malone, offers support for general ed students. Teacher sign up for student observations and provides feedback and strategies for behaviors. Strategy's Expected Result/Impact: Less student behaviors moving to Tier 2-3 by a decrease of 3%. Staff Responsible for Monitoring: Calendar sign up Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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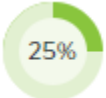




Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

Strategy 1: 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. Strategy's Expected Result/Impact: Positive responses to safety and security survey questions Maintain 87% Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Raptor and Access Control will be utilized for all visitors to campus. Strategy's Expected Result/Impact: Positive responses to safety and security survey questions Maintain 87% Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Safety Drill Review Video shared with students in Sept, Jan, & March Strategy's Expected Result/Impact: Positive responses to safety and security survey questions Maintain 87% Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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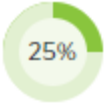




Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 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.

Strategy 1: 3. Create a culture where students want to be at school (1:1, Wonder Workshops, Celebrate, STEM activities, RtI) Strategy's Expected Result/Impact: Attendance Rates will increase from 96% to 97%. Staff Responsible for Monitoring: Teacher, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: 3. Encourage extra-curricular activities (Math Pentathlon, Destination Imagination, Media Team, Student Council). Strategy's Expected Result/Impact: Number of students involved in extracurricular activities (athletics, fine arts, elementary clubs) grade as of snapshot Increase by 10% (from 111-122) Staff Responsible for Monitoring: Teachers, Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
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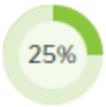




Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

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

Strategy 1: Outdoor classroom-marker board, concrete for furniture. Strategy's Expected Result/Impact: Increased ownership for the school. Maintain 90% culture on parent survey. Staff Responsible for Monitoring: Principal, PTO, Campus fundraiser	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Develop budget and align financial expenditures to campus goals. Strategy's Expected Result/Impact: Number of Cross-function transfers Maintain 0 Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 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.








Strategy 1: 1) iPlan Days, Campus Professional Development Strategy's Expected Result/Impact: Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain Planning Instruction Learning Environment PPR Increase from 88 to 90 CASE score in classroom domain as proficient or higher as measured by Bright Bytes. Increase from 88% to 90% on Bright Bytes Staff Responsible for Monitoring: iPlan Sign-Ins TLL, ILL, MIT Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a reduction in the number of help desk tickets.

Evaluation Data Sources: Number of help desk tickets

Summative Evaluation: None

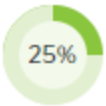




Strategy 1: Provide structured, timely professional development for digital resources (1:1, iStation, Frontline, Class Link, StemScopes) for new teachers and Amplify kinder assessment. Strategy's Expected Result/Impact: Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain Planning Instruction Learning Environment PPR Increase from 88 to 90 CASE score in classroom domain as proficient or higher as measured by Bright Bytes. Increase from 88% to 90% on Bright Bytes. Staff Responsible for Monitoring: iCoach, ILL, TLL Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

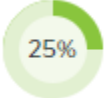





Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

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

Strategy 1: 1) Utilize a variety of communication tools with staff (Friday calendar of events with campus SMORE, emails, calendar invites, shared calendar, Team Lead Meeting notes, grade level meetings, and faculty meetings). PreK-3 Seesaw and 4-5 Canvas digital platform. Strategy's Expected Result/Impact: Overall employee satisfaction as measured by district survey. Maintain 96% on Employee Survey. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

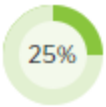
Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: In partnering with PTO, LBE will host a variety of events to encourage parent participation. PTO Events Music Programs-virtual, Fitness night, online Book Fair, and Math Mania & Mad Scientist days. Strategy's Expected Result/Impact: Increase volunteer hours by 10%. Staff Responsible for Monitoring: Teachers, PTO, Principal, Raptor system & at home form to track hours. Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Develop partnerships with the community(Bridge Church, staff support, Longbranch Church,) Strategy's Expected Result/Impact: Maintain 100% of community partnerships Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Host events with parent and community participation (Virtual Football Readers, PALS, Partners in PE, Reach Council, Manna House Food Drive, Career Week) Strategy's Expected Result/Impact: Volunteer Hours increase by 100%. Maintain 100% of Community Partnerships. Overall parent satisfaction as measure by district survey to increase by 3%. Increase volunteer hours by 10%. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

 No Progress
 Accomplished
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Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

State Compensatory

Budget for Longbranch Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 00 105 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,235.00
199-13-6119-00-105-024-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,971.45
199 E 11 6129 00 105 0 24 000	6129 Salaries or Wages for Support Personnel	\$4,197.00
6100 Subtotal:		\$65,403.45

Personnel for Longbranch Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Malone, Shanna	Social Emotional Learning Specialist	Supplemental Social Services	.070
Peterman, Tiffany	Teacher	Interventionist	1
Satterwhite, Kathleen	Paraprofessional	Content Mastery At-Risk	.25

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Karena Blackwell	Principal
Administrator	Cari Nix	Assistant Principal
Classroom Teacher	Holly Guest	
Classroom Teacher	Andrea Burks	
Classroom Teacher	Donna Garcia	
Classroom Teacher	Dawn Berumen	
Classroom Teacher	Seth McKinney	
Classroom Teacher	Kelly Prindle	ESL/Dyslexia Teacher
Special Education Teacher	Andi Scott	Special Education Teacher
Non-classroom Professional	Jeanette Arnold	counselor
District-level Professional	Shorr Heathcote	Director of Human Resources
Parent	Whitney Williams	
Community Representative	Ruth Oneal	
Community Representative	Carla Wilson	
Business Representative	Lauren Bright	
Business Representative	Jessica Diaz	
Parent	Jessica Wiseman	
Parent	Lakeisha Jackson	

Addendums