Agenda of Meeting
Midlothian ISD
Board of Trustees Regular Meeting

L.A. Mills Administration Building
100 Walter Stephenson Road
Midlothian, Texas 76065

Monday, November 13, 2023 – 5:30 PM

A Regular Meeting of the Board of Trustees of Midlothian ISD will be held Monday, November 13, 2023, beginning at 5:30 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

The open portions of this meeting will be streamed live and recorded. The video will be made available to the public on the District's website.

PUBLIC COMMENT – Public comments related to this meeting will be accepted in person only in accordance with the Open Meetings Act and Local District Policy, BED(LOCAL). Members of the public wishing to address the Board during the public comment portion of this regular meeting shall be limited to five minutes, or less, should a change to the allotted time be necessary as determined by the presiding officer based on the meeting.

In-person participants must either sign up online by 4:00 pm the day of the meeting or sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee 10 minutes prior to the start of the meeting. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

I. **FIRST ORDER OF BUSINESS**
   - A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Gov't. Code Ch. 551

II. **CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.**
   - A. Discussion of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
   - B. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072
   - C. Students, Texas Government Code 551.082, 551.0821
     1. Discipline Issues

2. Non-Discipline Issues
D. Safety and Security
E. Deliberation Regarding Board Operating Procedures, Communication, Board Responsibilities, Procedures Regarding Superintendent/Board Communications, etc. Pursuant to Texas Government Code Chapter 551.074
F. Private Consultation with Board's Legal Counsel, Texas Government Code Chapter 551.071

III. **RECONVENE TO OPEN SESSION**

IV. **INTRODUCTION OF MEETING**
A. Invocation
B. Pledges of Allegiance

V. **SUPERINTENDENT REPORT** **5**

VI. **TRUSTEE REPORT: Good Things** **6**

VII. **PRESENTATIONS / RECOGNITIONS**
A. MISD Mission and Vision 7
B. MISD Board Pledge 8
C. Recognition: State Fair of Texas Reserve Grand Champion 10
D. Recognition: College Board AP Scholars 11
E. Recognition: Navy ROTC Scholarship Awardee 14
F. Recognition: Cross Country State Qualifiers 15
G. Recognition: Heart of Texas Grand Champion 16

VIII. **PUBLIC COMMENT - *for Items on the Agenda:* Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.**

IX. **School FIRST Public Hearing** **17**

X. **SUBCOMMITTEE REPORT OUT**
A. Receive an Update from the Business and Operations Subcommittee 43
B. Receive an Update from Curriculum and Instruction Subcommittee 44

XI. **CONSENT AGENDA**
A. Consider Meeting Minutes
1. October 17, 2023 Regular Minutes 45
B. Consider Approval of Vendors for RFP 2324-02 Apparel, Awards, Promotional Items, Signs and Related Services
C. Consider Approval of Gifts and/or Donations 49
D. Consider District and Campus Improvement Plans for 2023-2024 51
E. Consider Budget Amendments 623
F. Consider Appointing the MISD Representative to the Tax Reinvestment Zone (MDA) Board of Directors 626
G. Consider Lonestar Investment Resolution 627
H. Consider TexPool Investment Resolution 629

XII. **ACTION ITEMS**
A. Designate Votes to Be Cast and Consider Approval of Resolution of Votes Cast to Elect Directors for the Ellis Appraisal District for 24-25 632

B. Consider Approving Course Additions or Deletions for 2024/2025 638
C. Consider Requisitions Over $50,000 647

XIII. **INFORMATION ONLY**

A. Aramark Food Service Report 650
B. Balanced Scorecard: Priority 4 - District Operations and Financial Stewardship 666

XIV. **Action, if any, on Items Discussed in Closed Session**

XV. **PUBLIC COMMENT** ***for non-agenda items***

XVI. **Trustee Recognition**

XVII. **Consider Agenda Items/Topics for Upcoming Meetings**

XVIII. **ADJOURNMENT OF MEETING**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel, or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Discussing personally identifiable information about a public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed meeting or session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Superintendent *Good Things*	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	N/A
If yes, then select what applies:		N/A
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** As we open each meeting, the Superintendent's *Good Things* provides an opportunity to recognize specific students, staff, and community members.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	Priority 3: Culture, Cimate and Safety	
Performance Objective: *(Secondary - if needed)*	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	David Belding, Ed.D.	
	Superintendent	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Trustee Good Things	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	N/A
If yes, then select what applies:	N/A	N/A
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** As we open each meeting, Trustees have an opportunity to share *"Good Things"* recognizing specific students, staff, and community members.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	Priority 3: Culture, Cimate and Safety	
Performance Objective: *(Secondary - if needed)*	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	Tami Tobey	
	Board President	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	MISD Mission and Vision	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:		PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** As we open each meeting, it is important that we share the MISD Mission and Vision with all participants. **Mission:** *The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.* **Vision:** *Inspiring excellence today to change the world tomorrow.*	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	AE-EDUCATIONAL PHILOSOPHY	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	Tami Tobey	
	Board President	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Board Pledge	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** As we open each meeting, it is important that we share the MISD Board Pledge with all participants. **WHAT:** ***Pledge is attached to read for the audience.***	
Strategic Priority: *(Primary)*	Priority 3: Culture, Climate and Safety	
Performance Objective: *(Primary)*	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	BBF-BOARD MEMBERS - ETHICS	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	Presentation only	
Presenter:	MISD Board of Trustees	

Midlothian ISD
Board Member Pledge, 2023-2024

Mike Dillow

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Student Focused

- I will be continuously guided by what is best for all students of the District.

Jessica Ward

Trustworthiness in Stewardship

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns:
- I will work to ensure prudent and accountable use of district resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Gary Vineyard

Commitment in Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively

Eduardo Gonzalez

Equity in Attitude

- I will be fair, just and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself. I will encourage expressions of different opinions and listen with an open mind to others' ideas

Ed Harrison

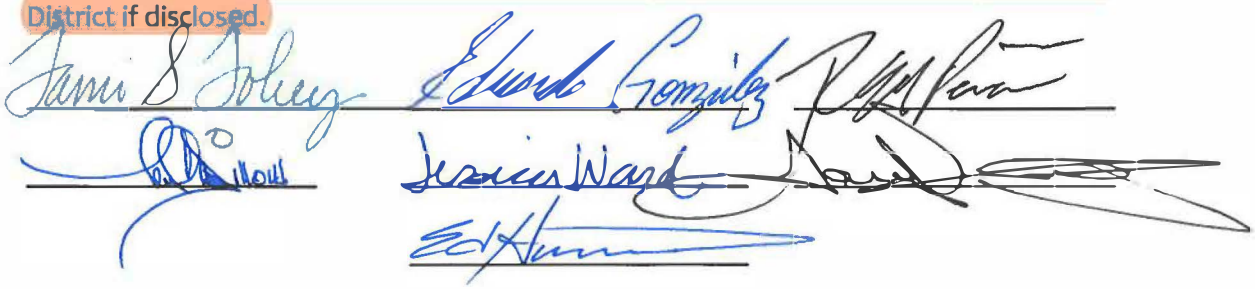
Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decisions as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Richard Pena

Integrity in Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.



Final approval 12/16/2019

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	State Fair of Texas Reserve Grand Champion	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**Why:** MISD provides multiple pathways for students to belong including through extracurriculars and outside clubs. The following student reached a significant personal milestone in their 4-H program. We want to celebrate this student as a district. **What:** MISD congratulates Elizabeth Norwood for exhibiting the Reserve Grand Champion Market Steer of Show at this year's 2023 State Fair of Texas.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	College Board AP Scholars	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
	Why: To celebrate the academic excellence of four Midlothian ISD students for being named a 2024 AP Scholar. **What:** The College Board annually awards national recognition to high school students with a GPA of 3.5 or higher who demonstrated outstanding performance on the Preliminary SAT/National Merit Scholarship Qualifying and/or on their AP Exams. Students may earn one of three designations - AP Scholar, AP Scholar with Honor or AP Scholar with Distinction. The AP Scholar designation is granted to students who receive scores of 3 or higher on three or more AP Exams. AP Scholard with Honor is granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams. AP Scholar with Distinction is granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams. **Midlothian High School 2024 AP Schoars:** Jack Ashley, AP Scholar with Distinction Emma Bender, AP Scholar with Distinction Evelyn Blake, AP Scholar with Distinction Hannah Brooks, AP Scholar Anmol Christ, AP Scholar Caitlyn Cooley, AP Scholar Natalie Dean, AP Scholar Avery Eastman, AP Scholar Thomas Helleck, AP Scholar Anson Holder, AP Scholar with Distinction Ronald Howard, AP Scholar Caden Keena, AP Scholar Kenny Lopez, AP Scholar John Maldonado, AP Scholar with Honor Briceida Mata, AP Scholar Henry Maxwell, AP Scholar Josef McQueen, AP Scholar Jacob Peery, AP Scholar	

	Brittney Pena, AP Scholar Claire Pustejovsky, AP Scholar Brady Riles, AP Scholar with Distinction Seth Roberts, AP Scholar with Distinction Aadhyaa Sharma, AP Scholar Chloe Kirsten Taduran, AP Scholar Tate Thompson, AP Scholar Madison Wagner, AP Scholar Jackson Wargin, AP Scholar Isaiah Warren, AP Scholar with Honor Lukas Weaver, AP Scholar with Distinction Evan Wilkins, AP Scholar Alexander Willis, AP Scholar with Distinction Jade Young, AP Scholar with Distinction
Background Information	**Midlothian Heritage High School 2024 AP Scholars:** Natalie Artola, AP Scholar with Distinction Grace Awalt, AP Scholar Josiah Barajas, AP Scholar with Distinction Jordan Billington, AP Scholar Brynlea Caldwell, AP Scholar Carson Calvery, AP Scholar Zoe Chandler, AP Scholar Camden Chiodo, AP Scholar with Distinction Katelyn Clarke, AP Scholar with Distinction Ella Clayton, AP Scholar with Honor Emma Cockerham, AP Scholar Meredith Duggins, AP Scholar ordan Gooch, AP Scholar Haley Hamilton, AP Scholar Payton Jeter, AP Scholar Natalie Knotts, AP Scholar with Distinction Samantha Lyman, AP Scholar with Honor Alexandra McDonnell, AP Scholar Brooke Milligan, AP Scholar Corey Milligan, AP Scholar with Distinction Olivia Milligan, AP Scholar Morgan Moore, AP Scholar Kate Phillips, AP Scholar Brisyn Rader, AP Scholar with Honor Isaac Rice, AP Scholar Jacob Riordan, AP Scholar Natalya Shelton, AP Scholar with Honor
Strategic Priority: *(Primary)*	Priority 1: Student Success
Performance Objective: *(Primary)*	1.2 All Students Exhibit Yearly Growth in Core Areas
Strategic Priority: *(Secondary - if needed)*	
Performance Objective: *(Secondary - if needed)*	
Legal Reference: (1) / (2)	
Fiscal Impact/Budget Function Code:	N/A

Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Navy ROTC Scholarship Awardee	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**Why:** MISD celebrates the academic accomplishments and milestone its students earn. The following student reached a significant personal milestone in their post-secondary college and career readiness pursuit. We want to celebrate this student as a district. **What:** MISD congratulates James Hooper for being named a $200,000 Navy ROTC Scholarship recipient.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.2 All Students Exhibit Yearly Growth in Core Areas	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Cross Country State Qualifiers	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**Why:** MISD provides multiple pathways for students to belong including through extracurriculars. The following students reached a significant milestone in their athletics program. We want to celebrate these student-athletes as a district. **What:** MISD congratulates two cross country state qualifiers. Lincoln Husbands (MHS) and Grady Jenkins (HHS) competed Nov 3 in Round Rock at the 5A UIL Cross Country State Championships. Both students are in their sophmore year.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Heart of Texas in Waco won Grand Champion Heart	
Agenda Location:	PRESENTATIONS / RECOGNITIONS	
Template Attachments:	No	
If yes, then select what applies:		
Link to the presentation:		
Background Information	**Why:** MISD provides multiple pathways for students to belong including through extracurriculars and clubs. The following student reached a significant milestone in their FFA program. We want to celebrate this student as a district. **What:** MISD congratulates Maddison Whitt for exhibiting the Grand Champion Heart at this year's Heart of Texas show in Waco.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Tammy Kuykendall	
	Executive Director of Communications	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	FIRST Report and Public Hearing	
Agenda Location:	PUBLIC HEARING	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** State law requires each Texas school district to hold a public hearing on the Financial Integrity Rating System of Texas (FIRST). This is the 21st year of School FIRST, a financial accountability system for Texas school districts developed by the Texas Legislature in 1999. Major changes to the School FIRST system were implemented by the Texas Education Agency in August 2015 that combined financial indicators with financial solvency indicators, in accordance with House Bill 5, 83rd Texas Legislature, Regular Session, 2013. Another major revision of the indicators went into effect for the 2019-2020 school year. There are a total of 20 indicators but only 16 were rated for this year due to lingering effects from COVID. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.	
	WHAT: Midlothian ISD earned a "Superior" rating for the 2021-2022 fiscal year with a score of 92 out of 100 possible points. The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being "Superior Achievement." Midlothian ISD has received the highest rating since the inception of the FIRST rating. Midlothian ISD has received a perfect score in 15 of the 21 years the program has been in existence. The notice of the public hearing must be advertised one time in the newspaper of record for MISD not less than 14 days or more than 30 days prior to holding the public hearing. Midlothian ISD published such notice on Thursday, October 26, 2023. The following documents includes information on all twenty indicators in the School's FIRST as well as other disclosures required by the State law and the Texas Education Agency.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	

Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	CE-ANNUAL OPERATING BUDGET	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Presentation only	
Motion:	No motion needed. Public Hearing	
Presenter:	Sandy Bundrick	
	District Leadership	

School FIRST Public Hearing
FY 2021-2022 Data

November 13, 2023

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

School FIRST Rating - FY 2021-2022

School FIRST Rating - FY 2021-2022

What is the School FIRST Rating?

- Financial Integrity Rating System of Texas
- Created by Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999 to measure the performance of school districts' financial resources
- Rating indicators this year test all school districts in 20 areas
- Rating calculations this year are based on data from the 2021-2022 fiscal year

School FIRST Rating - FY 2021-2022

What are the objectives of School FIRST?

- Assess the quality of financial management in Texas public schools
- Measure and report the extent to which financial resources are allocated for direct instructional purposes
- Fairly evaluate the quality of financial management decisions
- Openly report results to the general public

School FIRST Rating - FY 2021-2022

Ratings are determined by the number of points earned from the 20 indicators

Superior Achievement
90-100 points
Above Standard Achievement
80-89 points
Meets Standard Achievement
70-79 points
Substandard Achievement
<70 points
or a "NO" answer on one default indicator (1, 2, 3, 4)

School FIRST Rating - FY 2021-2022

MISD Passed with Superior Achievement

Score = 92 points

MISD has received the *top rating* since the inception of the rating system 21 years ago

School FIRST Rating - FY 2021-2022

FIRST Indicators

1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

YES

2. Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion).

YES

School FIRST Rating - FY 2021-2022

FIRST Indicators

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

YES

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

YES

School FIRST Rating - FY 2021-2022

FIRST Indicators

5. Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero?

Indicator not being evaluated this year

6. Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?

Score = Passed **TEA = <.25** **MISD = <.0361**

TEA = $24,536,528 **MISD = $30,355,201**

School FIRST Rating - FY 2021-2022

FIRST Indicators

7. Was the number of days of cash on hand and current investments in the General Fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

Score = 10 **TEA >90 days** **MISD = 102.5517 days**

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

Score = 6 **TEA >3.0** **MISD = 2.357**

School FIRST Rating - FY 2021-2022

FIRST Indicators

9. Did the school district's general fund revenues equal or exceed expenditures? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? Yes

Score = 10 TEA >60 MISD = 102.5517

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues over the past 3 years?

Indicator not being evaluated this year

School FIRST Rating - FY 2021-2022

FIRST Indicators

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency (exempt if growth rate more than 7% in past five years)? MISD 17.47% Growth

Score = 10 TEA <.60 MISD = 0.892

12. What is the correlation between future debt requirements and the district's assessed property value?

Score = 6 TEA < 4 MISD = 7.4539

School FIRST Rating - FY 2021-2022

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio (based upon school district size)?

Score = 10 **TEA <.0855** **MISD 0.0713**

14. Did the school district not have a 15 percent decline in the student to staff ratio over 3 years (enrollment to total staff)?

Indicator not being evaluated this year

School FIRST Rating - FY 2021-2022

FIRST Indicators

15. Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial pupil projection submitted to TEA?

Indicator not being evaluated this year

16. Did the comparison of Public Education Information Management Systems (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

Score = Passed TEA <3% MISD = 0%

School FIRST Rating - FY 2021-2022

FIRST Indicators

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weaknesses.)

Score = Passed

18. Did the external independent auditor indicate the AFR was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?

Score = 10 **TEA - Yes** **MISD - Yes**

School FIRST Rating - FY 2021-2022

FIRST Indicators

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statues, laws, and rules?

Score = 5 TEA - Yes MISD - Yes

20. Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?

Score = Passed

School FIRST Rating - FY 2021-2022

Five Additional Disclosures

1. Superintendent's Employment Contract in place during the public hearing
2. Reimbursements received by the Superintendent and Board Members for fiscal year 2021-2022
3. Outside compensation and/or fees received by the Superintendent for professional consulting and /or other professional services for fiscal year 2021-2022
4. Gifts received by the Executive Officer and Board Members (and first degree relatives, if any) in fiscal year 2021-2022
5. Business transactions between school district and Board Members for fiscal year 2021-2022

School FIRST Rating - FY 2021-2022

Disclosure #1

- **Superintendent's Employment Contract**

The Superintendent's current contract is public information and available for review on the MISD Website.

MISD Website/Leadership/Meet the Superintendent/Superintendent's Contract

School FIRST Rating - FY 2021-2022

Disclosure #2

Reimbursements Received by the Superintendent and Board Members

Name	JoAnn Fey	Tami Tobey	Gary Vineyard	Matt Sanders	Bobby Soto	Andrea Walton	Holly Teague	Richard Pena	Eduardo Gonzalez	Jessica Ward	Mike Dillow
Meals											
Lodging	756.67		617.55			609.3			789.07		
Transportation	474.07								274.99		
Fuel											
Other/Registration	2,428.17	460	910	150	190	1,210.00	460	460	1,455.00	460	460
Totals	$3,658.91	$460.00	$1,527.55	$150.00	$190.00	$1,819.30	$460.00	$460.00	$2,519.06	$460.00	$460.00

School FIRST Rating - FY 2021-2022

Disclosure #2, cont'd

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2020-2021, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

- **Meals – Meals consumed off of the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).**
- **Lodging - Hotel charges.**
- **Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.**
- **Motor fuel – Gasoline.**
- **Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.**

School FIRST Rating - FY 2021-2022

Disclosure #3

- Outside compensation and/or fees received by the Superintendent for professional consulting and /or other professional services for fiscal year 2021-2022.

  None

School FIRST Rating - FY 2021-2022

Disclosure #4

- Gifts received by the Executive Officer and Board Members (and first degree relatives, if any) in fiscal year 2021-2022 (gifts with an economic value of $250 or more in aggregate)

  None

School FIRST Rating - FY 2021-2022

Disclosure #5

- **Business transactions between the school district and Board Members for fiscal year 2021-2022.**

  None

School FIRST Rating - FY 2021-2022

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Board Subcommittee Report - Business and Operations	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	No	PDF
If yes, then select what applies:		
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** Jessica Ward, Ed Harrsion and alternate, Gary Vineyard serve as subcommittee members on the Buiness and Operations Committee for June 2023 / May 2024 with the staff members of the Business and Operations Departments. **WHAT:** This agenda item offers an opportunity for this subcommittee to report and update the Board as a whole.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Secondary - if needed)*	4.1 Systematic Long-range Facility Management	
Legal Reference: (1) / (2)	N/A	
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Sandy Bundrick	Jessica Ward
	District Leadership	Trustee

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Board Subcommittee Report - Curriculum and Instruction	
Requires Board Action:	NO	
Agenda Location:	DISCUSSION/ACTION: CURRICULUM AND INSTRUCTION	
Template Attachments:	No	PDF
If yes, then select what applies:		
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** The Board selected Eduardo Gonzalez, Ed Harrison and Mike Dillow (alternate) to serve as subcommittee members on the Curriculum and Instruction Committee for 2023-2024 with the staff members of the C&I department. **WHAT:** This agenda item offers an opportunity for this subcommittee to report and update the Board as a whole.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	Priority 1: Student Success	
Performance Objective: *(Secondary - if needed)*	1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching	
Legal Reference: (1) / (2)	N/A	
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Shelle Blaylock	Trustee
	District Leadership	Eduardo Gonzalez (chairperson)

Minutes of Regular Meeting
MISD Board of Trustees
October 17, 2023 / 5:30 pm

Board Members Present: Mike Dillow Eduardo González Ed Harrison Tami Tobey Gary Vineyard

Board Members Absent: Richard Peña Jessica Ward

Administration Present: David Belding Shelle Blaylock Sandy Bundrick Aaron Williams Tammy Kuykendall

I. FIRST ORDER OF BUSINESS

A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551
The meeting was called to order at 5:32 pm.

The Board moved out of open session and into closed session at 5:35 pm.

II. CLOSED SESSION as authorized by the Texas Open meetings Act, Texas Government Code Chapter 551.

A. Discussion of Personnel, Texas Government Code 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
B. Discuss Purchase, Exchange, Lease, or Value of Real Property 551.072
C. Deliberation Regarding Board Operating Procedures, Communication, Board Responsibilities, Procedures Regarding Superintendent/Board Communications, etc. Pursuant to Texas Government Code Chapter 551.074
D. Students, Texas Government Code 551.082, 551.0821
    1. Discipline Issues
    2. Non-Discipline Issues
E. Safety and Security

III. RECONVENE TO OPEN SESSION

The Board reconvened into open session at 6:34 pm.

IV. INTRODUCTION OF MEETING

A. Invocation
The invocation was given by Eduardo González.

B. Pledges of Allegiance
The pledges were led by the Baxter Elementary Student Council Members.

V. SUPERINTENDENT REPORT

- Bands made 1st Division in Region.
- Annie Jr. was a great performance by MHS.
- MHS Cross Country won district for the 6th year in a row.
- Heritage qualified for Regionals in Cross Country.
- Tennis teams made the playoffs.
- HOSA earned certifications for this year.

- FFA and Ag receiving recognition at the state fair.
- Swim teams are doing great.

VI. TRUSTEE REPORT on Good Things

- Tami Tobey spoke about the accomplishments of the tennis teams this year.
- Gary Vineyard congratulated the HHS and MHS football teams on their victories and the celebration of students at the end of the games.
- Mike Dillow shared how well the Ag kids work together and support each other.
- Eduardo González acknowledged the leadership of students helping clean up the stadiums after the games and thanked Dr. Belding for being here.
- Ed Harrison expressed his gratitude to our teachers for all of the hard work invested in teaching the MISD students.

VII. PRESENTATIONS / RECOGNITIONS

A. MISD Mission and Vision

Tami Tobey read the Mission and Vision into the record.

B. MISD Board Pledge

Trustees read the pledge.

C. National Merit Semi-finalists

Heritage HS student Camden Chiodo, and MHS students Jade Young, Evelyn Blake and Lukas Weaver were recognized as being named a 2024 National Merit Commended Student.

D. Recognition: College Board Recognition Scholar Awards

Fourteen MISD students were recognized for their academic excellence in being named a 2024 Recognition Scholar.

E. Recognition: Student Saves a Life

Austin Anderson, MHHS student, was recognized for utilizing his Stop the Bleed Training to assist in a student rescue.

F. Recognition: National Principals Month

October is National Principal Appreciation Month and a time to recognize and celebrate the important work that principals do. Each MISD Principal was recognized for their leadership in MISD.

G. Presentation of Hall of Honor Inductee Names for 2024

Hall of Honor Board of Directors shared the following individuals and teams will be inducted into the Class of 2023 Hall of Honor:

- Andrea Norton Rodgers
- Shana Rash Vaughan
- Ray Hydes
- Clif White
- Lee Wiginton
- Teams:
    - 1958, 1959, 1960 MHS Boys Basketball Teams
    - 2003 MHS Girls Golf Team
    - 2006 MHS Girls Softball Team

VIII. PUBLIC COMMENT - ***for Items on the Agenda*** Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.

There was no public comment for this portion of the meeting.

XII. Consider Approving Annual Audit for Fiscal Year 22-23

Eduardo González made a motion, seconded by Mike Dillow, to approve the Midlothian ISD Annual Financial Report for the fiscal year ending June 30, 2023, as presented. The motion passed with a vote of 6-0.

IX. CONSENT AGENDA

A. Consider Meeting Minutes
   1. September 18, 2023 - Regular Meeting Minutes
   2. October 9, 2023 - Special Meeting Minutes
B. Quarterly Investment Report
C. Consider Approval of Gifts and/or Donations
D. Consider Policy Revisions DEC(LOCAL): Hardship Leave, Retirement Reimbursement

Gary Vineyard made a motion, seconded by Mike Dillow, to approve the consent agenda as presented. The motion passed with a vote of 6-0.

X. DISCUSSION ITEMS

A. Discuss District Improvement Plan for 2023-2024

B. Discuss Campus Improvement Plan for 2023-2024

Shelle Blaylock presented as information the District and Campus Improvement Plans for 2023-2024. The district and campus improvement plans are aligned to the MISD Balanced Scorecard Priorities 1-4.

XI. ACTION ITEMS

A. Consider Approving Annual Audit for Fiscal Year 22-23

Acted upon earlier in the meeting.

B. Consideration to Approve Board Resolution Regarding Employee Pay during September 22, District Infrastructure Outage

Gary Vineyard made the motion, seconded by Eduardo González, to approve the Resolution Regarding Employee Pay for Sept. 22nd as presented. The motion passed with a vote of 6-0.

XII. INFORMATION ONLY

A. Balanced Scorecard: Priority 2 - MISD Attrition, In-District Advancement & Benefits Compensation

Aaron Williams shared the Balanced Scorecard Board Report providing an update on the status of 2022-2023 middle of the year lead data in Priority 2: Capacity Building and Effective Leadership.

B. Receive Report on Changes to the State Accountability Rating System

Shelle Blaylock and Becki Krsnak presented information to explain the impact of the TEA A-F Academic Accountability Rating System Refresh and how the significant changes that were made will impact MISD campuses and districts overall.

XIII. Action, if any, on Items Discussed in Closed Session

N/A

XIV. PUBLIC COMMENT *for non-agenda items*

There were no public comments for this portion of the meeting.

XV. Consider Agenda Items/Topics for Upcoming Meetings

- Policy review of specific policies discussed.
- Follow up on the Accountability presentation.
- Guidelines for Student Code of Conduct related to cell phones.

XVI. ADJOURNMENT OF MEETING

Mike Dillow made the motion, seconded Gary Vineyard, to adjourn the meeting. The motion passed unanimously.

The meeting adjourned at 8:56 pm.

_____ _____

Board President **Board Secretary**

November 13, 2023_____

Date

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Consider Approval of Gifts and/or Donations	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY: Based upon local policy:** The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval. Once accepted, a gift becomes the sole property of the District **WHAT:** Each month the Board is provided an update of gifts and donations to be accepted. NOTE: A running annual total is provided for tracking purposes.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	Priority 3: Culture, Climate and Safety	
Performance Objective: *(Secondary - if needed)*	3.1 Commit to MISD Cultural Tenets in a Way that Ensure Staff and Student Well-being	
Legal Reference: (1) / (2)	N/A	N/A
Policy Reference: (1) / (2)	CDC-OTHER REVENUES - GIFTS AND SOLICITATIONS	
Fiscal Impact/Budget Function Code:	Varies each month based upon the value of donations and gifts received.	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	This is a consent agenda item: however, if needed a motion might be, "I move to approve the Gifts and Donations as presented."	
Presenter:	David Belding, Ed.D.	
	Superintendent	

October 2023 GIFTS AND DONATIONS

Running Total: 54,526.70

Department	Donation	Donor
Vitovsky Elementary	128 - yard signs for student of the month/teacher of the month/staff of the month recognitions at JAV valued at $1,182.72	Ryan Mason State Farm, Midlothian
Miller Elementary	$2,000 monetary donation for first semester field trips	Miller PTO
MHS	$885 monetary donation for MHS HOSA t-shirts	Methodist Midlothian Medical Center
Heritage Wrestling Team/Coaches	$2,380 for hotel rooms at the state dual meet in Wichita Falls (1/19/24 - 1/21/24)	Heritage Wrestling Booster Club
Heritage Baseball	$2,327.75 monetary donation for t-shirt and dugout jackets	HHS Baseball Boosters
MHS Varsity Softball	$5,000 monetary donation for College Station Tournament (hotel, transportation, food.)	MHS Softball Boosters
HHS Girls Soccer	$2,016.10 monetary donation for replacement shelter covers	HHS Girls Soccer Boosters
HHs Boys Soccer	$2,016.10 monetary donation for replacement shelter covers	HHS Boys Soccer Boosters

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Approve 2023-24 District and Campus Improvement Plan Development	
Requires Board Action:	NO	
Agenda Location:	CONSENT	
Template Attachments:	Yes	
If yes, then select what applies:	PDF	PDF
Link to the presentation:	Yes. See link in the box to the right.	
Background Information	**WHY:** TEC 11.252(a)(1-2) and 11.253 require district and campus educational improvement committees to evaluate district/campus needs based on the comprehensive needs assessment (CNA) process. The findings from this process are the basis for the development of the district and campus improvement plans to guide decision-making throughout the year ensuring that student achievement is at the forefront of all priorities and goals. The district and campus improvement plans are aligned to Midlothian ISD Balanced Scorecard Priorities 1-4. **WHAT:** The board of trustees established a district balanced scorecard with long-term desired outcomes and annual targets. These items are reported on through-out the school year. Each department has a cascading scorecard with annual targets that directly align to the balanced scorecard. District and campus improvement plans guide the campus and district in problem solving for needs based on the comprehensive needs assessment process. It helps identify and organize strategies and resources which lead to increased student achievement. The 2023-24 campus improvement plans are aligned to the Midlothian ISD Balanced Scorecard. Plans are developed to address areas of need for findings, aligned professional development and sound fiscal decision making focused on student success.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Strategic Priority: *(Secondary - if needed)*	Priority 2: Capacity Building and Effective Leadership	
Strategic Priority: *(Secondary - if needed)*	Priority 3: Culture, Climate and Safety	

Strategic Priority: *(Secondary - if needed)*	Priority 4: District Operations and Financial Stewardship	
Legal Reference: (1) / (2)	Texas Education Code	ESSA/Title 1 Part A
Policy Reference: (1) / (2)	BQA-PLANNING AND DECISION-MAKING PROCESS - DISTRICT-LEVEL	BQB-PLANNING AND DECISION-MAKING PROCESS - CAMPUS-LEV
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Presented as a consent agenda item. If pulled, a motion might be, "I move to approve the performance objectives posted in the 2023-24 District and Campus Improvement Plans".	
Presenter:	Shelle Blaylock	Ray Borden
	District Leadership	Executive Director of Leadership Development

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT

District Improvement Plan 2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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[Priority 2: Capacity Building and Effective Leadership]
[Priority 3: Culture, Climate, and Safety]
[Priority 4: District Operations/Financial Stewardship]

DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2023-2024

LAST NAME	FIRST NAME	POSITION		LAST NAME	FIRST NAME	POSITION		LAST NAME	FIRST NAME	POSITION
Adkins	Elizabeth	Counseling Representative		Henderson	Sharesa	Classroom Teacher		Smith	Darla	Classroom Teacher
Allen	Zachary	Classroom Teacher		Hereid	Ashley	Classroom Teacher		Sullivan	Dawn	Classroom Teacher
Allen	Keelee	Parent		Jett	Emily	Administrator		Sweeny	Kristen	Classroom Teacher
Autry	Mendy	Administrator		Johnson	Dr. Phil	Business Representative		Thomas	Holly	Administrator
Bagby	Melonie	Classroom Teacher		Johnson	Courtney	Classroom Teacher		Thompson	Shannon	Administrator
Baird	Brent	Classroom Teacher		Kelly	Joseph	Non-Classroom Professional		Vaughn	David	Classroom Teacher
Blake	Shannon	Non-Classroom Professional		Kennedy	Mkale	Classroom Teacher		Vernon	Kristopher	Administrator
Blaylock	Shelle	Administrator		Kinateder	Kyle	Business Representative		Waddill	Jean	Classroom Teacher

Borden	Ray	Administrator		Kinateder	Nichole	Business Representative		Wadsworth	Mischa	Classroom Teacher
Brezeale	Sheri	Parent		Krsnak	Becki	Administrator		Walts	Nancy	Classroom Teacher
Bundrick	Sandy	Administrator		Meister	Michelle	Classroom Teacher		Wendell	Kara	Non-Classroom Professional
Burke	Candace	Non-Classroom Professional		Mitchell	Adrienne	Classroom Teacher		Williams	Aaron	Administrator
Chase	Terrance	Community Member		Mitchell	Stacy	Classroom Teacher		Williams	Josephfer	Administrator
Colon	Vanessa	Administrator		Mooney	Karen	Classroom Teacher		Williams	Renee	Specialized Lng Rep
Corbin	Christi	Classroom Teacher		Morris	Sarah	Specialized Lng Rep		Wright	Kecia	Non-Classroom Professional
Crawford	Tracy	Classroom Teacher		Parker	Ethan	Classroom Teacher				
Cunningham	Alisha	Non-Classroom Professional		Pearson	Megan	Non-Classroom Professional				
Dearing	Caty	Non-Classroom Professional		Perry	Monica	Classroom Teacher				
Demar	Debbie	Classroom Teacher		Peterman	Tiffany	Non-Classroom Professional				
Dyer	Kelsey	Classroom Teacher		Pollard	Jonathon	Non-Classroom Professional				
Escobar	Brianna	Non-Classroom Professional		Pratt	Demi	Classroom Teacher				
Flores	Brittany	Classroom Teacher		Ray	Stephanie	Classroom Teacher				
Fontenot	David	Non-Classroom Professional		Reynolds	Amberly	Classroom Teacher				
Golden	Sabra	Administrator		Rogers	Emily	Counseling Representative				
Hall	Diana	Classroom Teacher		Rollins	Megan	Classroom Teacher				
Handlin	Cassie	Classroom Teacher		Shelton	Christy	Non-Classroom Professional				

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR (Texas Academic Performance Report)
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP (Advanced Placement)	Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	CKH Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Student Demographics *The Demographics of Midlothian Independent School District are:*

Student Data: (as of Monday, October 9, 2023 or most recent TAPR (Texas Academic Performance Report))

Grade Level Breakdown:

- *Early Childhood Students: 90*
- *Pre-Kindergarten Students: 193*
- *Kindergarten Students: 716*
- *First Grade Students: 746*
- *Second Grade Students: 745*
- *Third Grade Students: 754*
- *Fourth Grade Students: 825*
- *Fifth Grade Students: 826*
- *Sixth Grade Students: 827*
- *Seventh Grade Students: 889*
- *Eighth Grade Students: 894*
- *Ninth Grade Students: 989*
- *Tenth Grade Students: 901*
- *Eleventh Grade Students: 812*
- *Twelfth Grade Students: 783*

Ethnicity: (percents and number of students)

- *American Indian or Alaskan Native: 0.4% (43 students)*
- *Asian: 1% (111 students)*
- *Black or African American: 13% (1,391 students)*
- *White: 57% (6,277 students)*
- *Hispanic/Latino: 24% (2,603 students)*
- *2 or More Races: 5% (559 students)*

Gender: (percents and number of students)

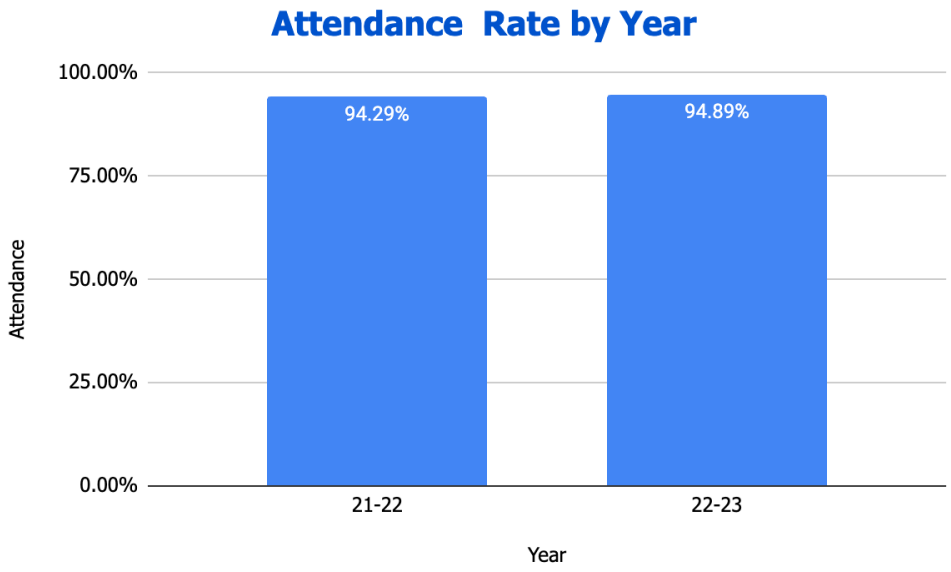
- *Female: 48% (5,295 students)*
- *Male: 52% (5,695 students)*

Special Populations: (percents and number of students)

- *Gifted and Talented: 6% (613 students)*
- *English Language Learner: 5% (526 students)*
- *Economically Disadvantaged: 30% (3,269 students)* *
- *Special Education: 14% (1,576 students)*
- *At Risk: 41% (4,552 students)*
- *504 Services: 11% (1,207 students)*

* *Students are identified as economically disadvantaged based on an application for free or reduced meals that is approved by the district snapshot day. Campus Title I eligibility is determined when the percentage of economically disadvantaged students at a campus is greater than or equal to the district poverty level and meets the minimum of 40% for a school wide program and 35% for a targeted assistance program (with additional consideration given to other eligibility criteria as applicable).*

Student Attendance Rate:



Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 87.2% (544)*
- *Hispanic: 8.3% (52)*
- *Black or African American: 3.3% (20)*

Teacher by Gender: (percents and number of students)

- *Female: 77.8% (486)*
- *Male: 22.2% (139)*

Teachers by Years of Experience: (percents and number of students)

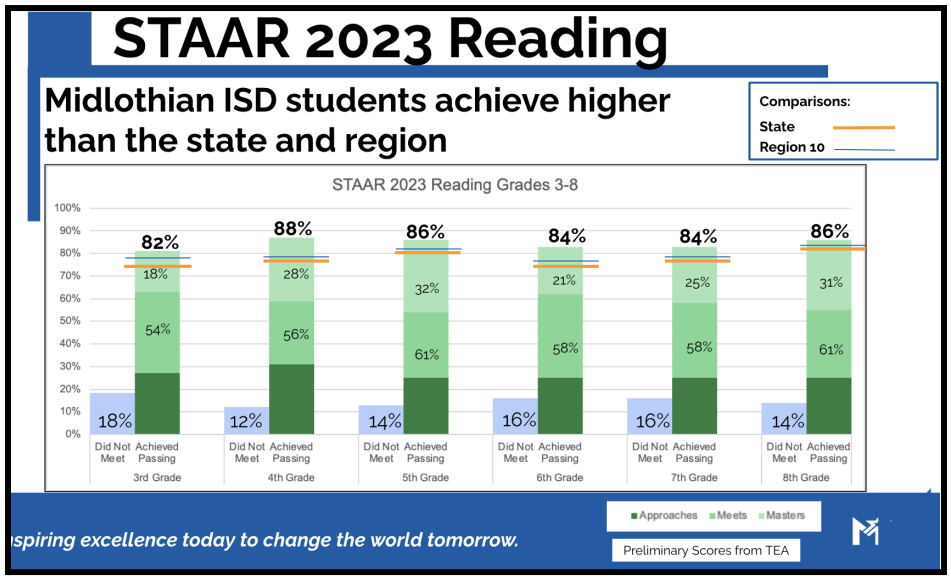
- *Beginning Teachers: 3.3% (21)*
- *1-5 Years: 18.9% (118)*
- *6-10 Years: 25.4% (159)*
- *11-20 Years: 33.9% (212)*
- *21-30 Years: 15.2% (95)*
- *Over 30 Years: 3.4% (21)*

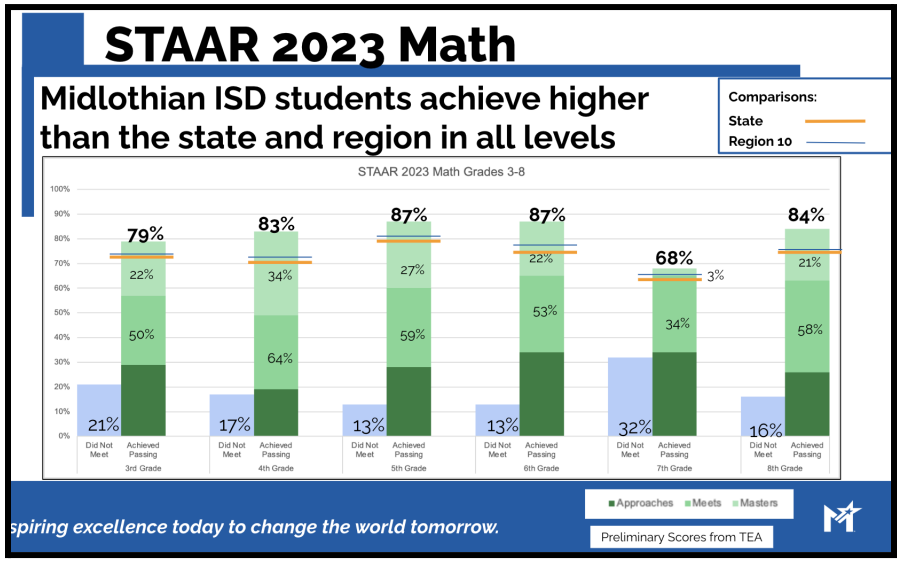
Student Discipline Data from 2022-2023

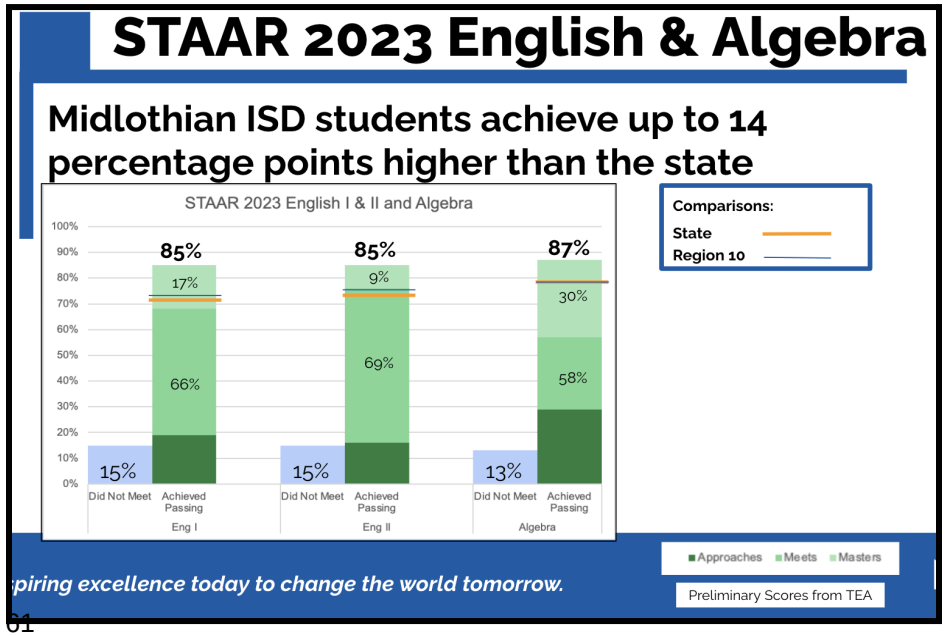
Discipline Action	Total Count (Days out of Placement)
In School Suspension (ISS)	*5155*
Out of School Suspension (OSS)	*638*
DAEP (District Alternative Educational Placement)	*# of days served*

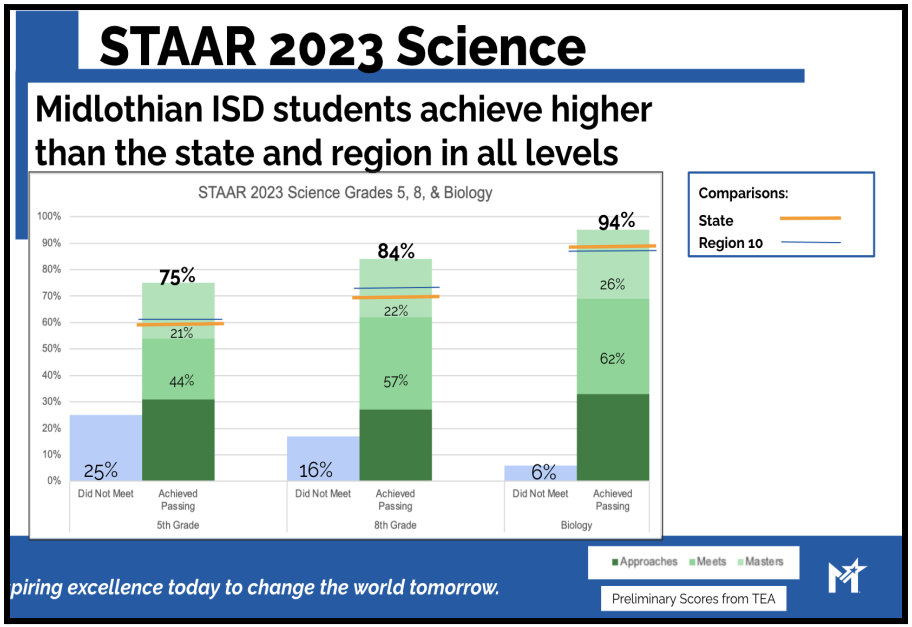
STAAR Data from 2023

(STAAR Data by Demographic is waiting for release of final scores and ratings from TEA)

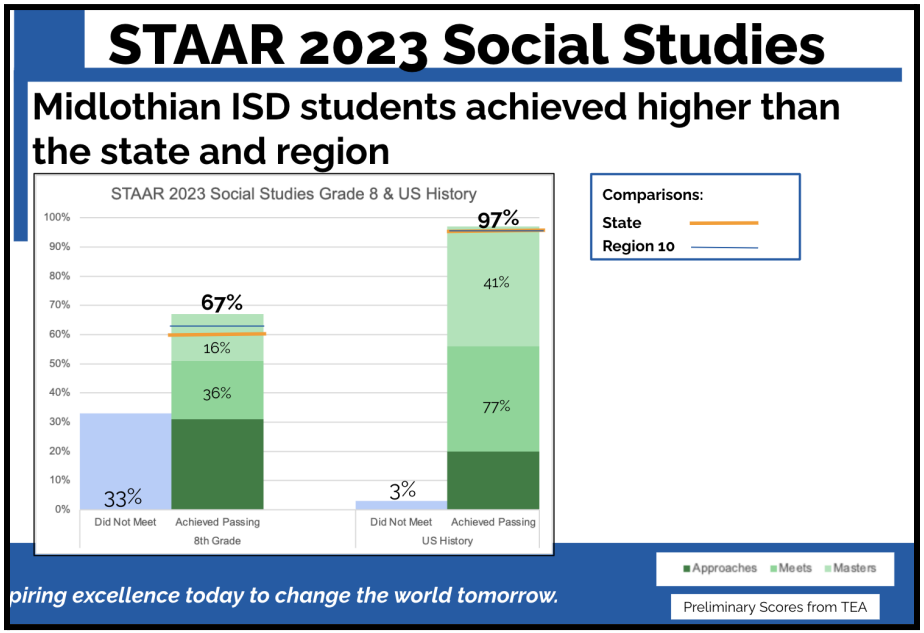








Revised: 11/08/23



High Priorities from 2023 CNA Process

- Responding to growing demographic changes by responding to family cultures and training/support for staff
- Preparing all students for college and career readiness
- Building trust and relationships among all staff, starting with district-level, and with community
- Continuing to push for systems and processes to be written down and communicated effectively, including fiscal and operational procedures
- Welcoming new students in the system and how to best support them and their families
- Extending more support for new teachers
- Focusing on compensation and benefits for all teachers
- Building leadership opportunities for all staff
- Building classroom support systems for teachers with more MCLs and/or iCoaches or model teachers, especially in the 4 core areas to increase student achievement
- Ensuring clear and effective communication from top down and across district
- Increasing family engagement opportunities
- Refining and monitoring all safety and discipline protocols

DISTRICT - Midlothian ISD Strategic Plan - Balanced Scorecard 2023-24 Annual Performance Measures

PRIORITY:	PERFORMANCE OBJECTIVES:	KEY STRATEGIC ACTIONS:	DISTRICT 2023-2024 PERFORMANCE OBJECTIVES:
Priority 1: Student Success	**1.1 Multiple Pathways for All Students to Belong**	1.1.a Career & Technical Education (CTE) - Increase the number of students who demonstrate workforce readiness	**Future Metric:** By May 2023, a ***baseline will be developed*** for growth of the number of students in CTE programs that meet concentrator and continuer status. By 2024, the percentage of students receiving industry-based certifications will rise from **8% in 2023 to 16%.**
		1.1.b Fine Arts & Athletics - Extracurricular Program Recruitment and Retention	By 2024, the percentage of 8th graders in their second year of **athletics** will rise from 65% to 67%. By 2024, the percentage of 8th graders in **fine arts** will rise from 57% to 59%. By 2024, the percent of 11th-12th grade students with 3 or more years in **athletics** will rise from **27% to 29%.** By 2024, the percent of 11th-12th grade students with 3 or more years of **fine arts** will rise from **18% to 20%.** By 2024, high schools will increase the Lone Star Cup indicators from the average of 39 in 2023 to 42.
		1.1.c Scholastic Experiences - Provide opportunities for all students to maximize their potential through rigorous learning and challenging experiences	By 2024, the number of students performing at or above criterion on SAT/ACT results will increase from 44.36% to 52.66%. (waiting on Texas Academic Performance Report (TAPR)) By 2024, the percentage of students who are College Ready will increase from 52.8% to 62%. (waiting on Texas Academic Performance Report (TAPR)) By the fall of 2024, the percentage of students continuing JROTC into a second year will increase from 54% in the fall of 2023 to 60%. ➔
	1.2 All Students Exhibit Yearly Growth in Core Areas	1.2.a Annually increase the percentage of students reading at or above grade level by grade 3	By 2024, the percentage of kindergarten and first grade students performing at benchmark or above on mClass assessment Reading will increase from 78% in 2023 to 80%. By 2024, the percentage of students in grades 2-3 who met their growth projection on MAP Student Growth Summary End of Year Report will increase from 53% in 2023 to 60%. By 2024, the number of students performing at Meets Grade Level or above in reading will rise from 60% in 2023 to 67%.

		1.2.b Provide data driven, research-based practices in Tier 1 instruction in all reading, math, science and social studies	By 2024, the number of students performing at Meets Grade Level or above in math will rise from 54% in 2023 to 64%. By 2024, the number of students performing at Meets Grade Level or above in science will rise from 54% in 2023 to 65%.
		1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction	By 2024, the number of students performing at Meets Grade Level or above in social studies will rise from 57% in 2023 to 67%. By 2024, Closing the Gap score will increase from a score of an 86 to a score of an 88. By 2024, the total number of Closing the Gaps Continuously Enrolled indicators met by the district will remain at **100% annually.** (reading and math only).
	1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching	1.3.a Provide high-quality professional development aligned to student/teacher needs	By 2024, teachers performing an average at the accomplished level or higher on Domain 4 in the T-TESS evaluation system will increase from **3.6 score in 2023 to 3.8.** By 2024, Closing the Gap score will increase from a score of an 86 to a score of an 88.
		1.3.b Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught and assessed) in all courses	By 2024, teachers performing an average at the accomplished level or higher on Domain 1 in the T-TESS evaluation system will increase from 3.4 score in 2023 to 3.7. By 2024, Closing the Gap score will increase from a score of an 86 in 2023 to a score of an 88. **Future Metric:** By May 2024, an internal audit process ***will be developed*** to measure courses and aligned content in grades PK-12 in all areas.
		1.3.c Enhance student learning through innovative instructional practices and tools	**Future Metric:** By May 2024, teachers will average in the overall T-TESS score from 3.5 score in 2023 to 3.7.
Priority 2: Capacity Building and Effective Leadership	**2.1 Recruit and Retain High-potential Talent**	2.1.a Develop and deliver competitive benefit programs that attract and retain high-quality talent and enhance overall employee well-being	By 2024, MISD comprehensive benefits package will maintain a rank in the top **15%** of the TASB-determined comparison group. By 2024, the MISD salary/wage for teachers will rank in the top 555% of the TASB-determined comparison group. By 2024, staff satisfaction with provided district benefits and compensation will increase from 31.63% to 34%. Annually, teacher turnover rate percentage will be lower than the State rate as reported in the Texas Academic Performance Report (TAPR). By 2024, 75% of MISD salary/wage for professional groups (excluding teachers) will be within 10% of the market median as defined by TASB.
		2.1.b Support employees throughout onboarding and other employment transitions within MISD	Annually, new-to-district staff satisfaction regarding overall impact and quality of support in onboarding will be maintained at or above 90%.

			By 2024, returning staff satisfaction regarding overall impact and quality of support in intra-district transitions will increase from 66.7% to 75%.
	2.2 Systematic Management of Individual Talent	2.2.a Define leadership roles through the development of exemplary profiles aligned to role responsibilities in order to identify high-potential leaders	**FUTURE METRIC:** By the fall of the 2024-2025 school year, a stakeholder group will *develop* a leadership definition within MISD. **FUTURE METRIC:** By the fall of 2025-2026 school year, a stakeholder group will revise job descriptions of campus leadership positions and develop readiness indicators aligned to each position and the district definition of leadership. **FUTURE METRIC:** By 2026, 'readiness scorecards' *will be developed* for 100% of school leaders for the purpose of identifying "ready" leaders based on T-PESS, readiness indicators and the district definition of leadership
		2.2.b Develop and Implement a talent pipeline that retains and incentivizes the highest quality staff to ensure student success	**FUTURE METRIC:** By 2026, TIA (Teacher Incentive Allotment) eligible teachers will perform at or above the State target (Recognized 30%, Exemplary 20%, Master 5%) **i**n the MISD local designation. By 2024, the annual attrition rate of campus leadership (Principals, Associate Principals, Assistant Principals) will decrease from 20.0% to 18% excluding intra-district advancement. Annually, MISD will maintain a teacher turnover rate **lower than** the State rate as reported in the Texas Academic Performance Report (TAPR).
		2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential	By 2024, an annual survey of staff will show an increase from 46.7% to 65% that professional development was favorably aligned to their own perceived needs.
	2.3 Development of a High -performing Organizational System	2.3.a Develop and implement a comprehensive organizational plan designed to appropriately align people and resources to accomplish the mission, goals, and objectives of MISD	**FUTURE METRIC:** By the fall of 2024-2025, a system will be implemented aligning effective teachers to positions with the highest student need. **FUTURE METRIC:** By 2026, ___ % of employees will be placed in positions locally-determined to be aligned based on teacher effectiveness and student need (*baseline established* in 2022-2023 school year audit).
		2.3.b Organize systems for all job groups that provide growth opportunities and pathways for internal advancement within MISD	**FUTURE METRIC:** By the fall of the 2025-2026 school year, individual pathways and support systems for teachers, leaders, and other staff *will be developed* with multiple entry points for staff of all ability levels By 2024, the percentage of in-district advancement among overall annual job placements will increase from 12.1% to 17% of annual job placements.
		2.3.c Define and develop a comprehensive evaluation instrument to measure the effectiveness of organizational systems related to capacity and leadership	**FUTURE METRIC:** By the fall of 2024-2025 school year, a comprehensive evaluation instrument *will be developed* by leadership stakeholders to measure the effectiveness of organizational systems related to capacity and leadership. **FUTURE METRIC:** By the fall of 2024-2025 school year, survey items *will be developed* to measure the alignment of the needs of the organization to the growth and development needs of campus/district leadership.

			<u>FUTURE METRIC:</u> By 2026 organizational systems related to capacity and leadership will show an *increase of ____ %* in alignment to the growth and development needs of campus/district leadership and the overall working capacity of the organization.
<u>Priority 3</u>: Culture, Climate and Safety	**3.1 Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being**	3.1a Establish and evaluate systems of support to ensure school safety	Annually, maintain 100% compliance with completion by campuses of state-mandated emergency drills including safety procedure training forms. Annually, maintain 100% compliance with the state developed safety and security audit process. Annually, maintain 100% or better compliance of conducting annual physical risk assessment and safety audits of campuses. Annually, maintain a 100% compliance rate of addressing the total number of reported suicide and threat assessment safety incident types.
		3.1.b Provide resources and services to support student and staff mental health	Maintain at minimum two external counseling service resources for staff to ensure access to mental health and wellness. By *May 2024, a baseline will be established* to show counseling related program services to students percentage of time at Elementary, Middle School, and High School.
		3.1.c Foster a culture of belonging among students and staff	Annually, 100% of MISD schools will participate in and implement Capturing Kids' Hearts (CKH). Annually, at least 40% of students and 20% of families will complete the Capturing Kids' Hearts (CKH) climate and culture surveys (fall and spring). Maintain a 90% or higher score for a Leader Capturing Kids' Hearts (CKH) for using a social contract with conflict. By August 2024, 11 or more campuses (80%) will score "progressing" or higher on the Capturing Kids' Hearts (CKH) implementation rubric. By August 2024, each domain of the Capturing Kids' Hearts (CKH) Implementation Rubric will meet "Sometimes: 40-74%" standard in no less than 60% of the indicators. By 2024, a baseline will be established measuring the number of incidents and contributing factors/details aligned to the use of Capturing Kids' Hearts (CKH) protocols to address classroom behavior management found in T-TESS (2.3,3.1, 3.2 & 3.3) By 2024, *Implement* a district wide attendance educational series that educates and uses Capturing Kids' Hearts (CKH) protocols to engage student and community stakeholders
	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	3.2.a Provide opportunities for student engagement	By 2024, a reporting mechanism will be developed to collect student membership or participation in leadership/empowerment groups and create a standard of feedback for student voice. Annually, all campuses will support required celebrations and recognitions, maintaining 90% or better compliance.

		3.2.b Provide opportunities for staff engagement	By 2024, a reporting mechanism will be developed to collect staff membership or participation in leadership/empowerment groups and create a standard of feedback for staff voice. By 2024, viewership rate of staff newsletter will increase from from 51% to 56%.
		3.2 c Provide opportunities for parent and community engagement	By 2024, a reporting mechanism will be developed to collect parent and community membership or participation in leadership/empowerment groups and create a standard of feedback for parent and community voice. By 2024, viewership rate of parent/community newsletter will increase from from 28% to 35%.
Priority 4: **District Operations and Financial Stewardship**	**4.1 Systematic Long-range Facility Management**	4.1.a Establish a maintenance cycle for the current facilities	By 2024, a baseline for written campus facility audits will be established. By 2024, annual Campus Facilities Audits will increase from 35% to 100% completion in order to assess campus/district needs. **FUTURE METRIC:** By 2026, alignment of Maintenance and Operations projects and additions to campus facility rating assessments will increase from 0% to 95%. By May 2024, OSHA (Occupational Safety and Health Administration) certification rate among all maintenance staff will increase from 6.25% to 100%. **FUTURE METRIC:** By 2025, annual review of OSHA (Occupational Safety and Health Administration) certifications will show renewal rate of certifications at 95% or better. **FUTURE METRIC:** By 2026, trades staff training for specific skill sets (certifications) will increase from 12.5% to 25% in order to perform maintenance refurbishment/preventative maintenance to decrease outside contracted services costs. **FUTURE METRIC:** By 2026, the use rate of the CENTRAL FACILITIES review form to document district facility needs will increase from ___% to 95%.
		4.1.b Commit to the stewardship of future bonds in partnership with community oversight	**FUTURE METRIC:** By 2026, MISD will increase community participation for the growth management committee from _____ to _____ by conducting three meetings per year. Baseline established in 2023-2024 school year. **FUTURE METRIC:** By 2026, fulfillment of voter approved bond projects will be: • 90% delivered along the contracted project timeframe. • 95% delivered within the scope of the contracted project budget. **FUTURE METRIC:** By 2026, MISD will identify and purchase land sites to fulfill 100% of anticipated building projects forecasted for future growth through 2032.

		4.1.c Assess and maintain district technology infrastructure and support systems	By 2024, baseline data will be collected to determine district technology status along an established replacement schedule. **FUTURE METRIC:** Annually, MISD will maintain/upgrade 80% of data center equipment (core switches, internet router, wireless network, filters, firewalls.) as specified on the school year replacement schedule. By 2024, MISD intranet will house 20% of instructional video/communication for operations procedures. **FUTURE METRIC:** By 2026, MISD Technology percent of work orders completed within 7 business days will increase from ___% to 85%. **FUTURE METRIC:** By 2026, MISD Maintenance will increase the percentage of tickets closed within 5 days from ____% to __%. By 2024, endpoint protection for all **managed MISD devices** (laptop, desktops, servers) will increase from 0% to 100%.
	4.2 Effective and Efficient Cross-departmental Work Processes	4.2.a Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan	By 2024, a baseline will be established measuring the timeliness of departmental/campus review of regularly scheduled TASB policy updates. **FUTURE METRIC:** Annually, ___% of policies up for review (according to the TASB policy review timeline) will be reviewed within three (3) months. Annually, 95% of new staff/program/budget items will be aligned to Balanced Scorecard Card (BSC) priorities.
		4.2.b Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students	By 2024, 30% of all MISD departments will develop and implement guidelines and/or handbooks that describe processes, procedures, and expectations. By 2024, the average satisfaction rating of all MISD District departments will increase from 73.8% to 85.0%.
		4.2.c Annually audit existing resources to evaluate the effectiveness and Return On Investment (ROI) of district purchases and initiatives aligned to district strategic goals	By 2024, MISD will establish a baseline aligning purchases over $50,000 by Balanced Scorecard (BSC) Priorities. **FUTURE METRIC:** By 2026, Departments/Campus leadership evaluation of the effectiveness of the purchases $50,000 and their alignment to Balanced Scorecard (BSC) Priorities will increase from ___% yo ____%. **FUTURE METRIC:** Annually, beginning in 2025, MISD Cabinet will evaluate 100% of purchases over $50,000 for effectiveness or strategic abandonment based on rating reports. **FUTURE METRIC:** By 2026, effective purchases will increase from _____% to _____%. OR strategically abandoned purchases will decrease by ___%.

	4.3 Commitment to Financial Stewardship	4.3.a Transparency of financial processes and decisions	Annually, MISD will earn a superior rating on the FIRST Report. Annually, MISD will earn from an external auditor, an unmodified opinion.
		4.3.b Demonstrate financial stewardship to community	Annually, fund balance will remain at or above 25%. Annually, MISD will maintain a 10% additional homestead exemption for taxpayers.
		4.3.c Build system capacity to ensure intentional financial solvency for maximization of district resources	Annually, MISD will manage funds so that defease of bonds may occur to save interest on bond payments. Annually, MISD will use quarterly demographic updates to ensure we are forecasting total students in MISD and facility needs.

Required Elements to Address BQ(LEGAL)

Provisions:

- ☐ By 2024, the percentage of Emergent Bilingual (EB) students in kindergarten and first grade performing at benchmark or above on Amplify mClass Reading Assessment will increase from 74% from 2023 to 77%.
  - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - ☐ Strategy: Additional professional development will be provided for teachers to ensure they understand best practices for ESL learners.

- ☐ By 2024, the percentage of Economically Disadvantaged (Eco Dis) students in kindergarten and first grade performing at benchmark or above on Amplify mClass Reading Assessment will increase from 79% from 2023 to 82%.
  - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.

- ☐ By 2024, the percentage of Special Education (SpEd) students in kindergarten and first grade performing at benchmark or above on Amplify mClass Reading Assessment will increase from 52% from 2023 to 55%.
  - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.

- ☐ By 2024, the number of Emergent Bilingual/English Learner (EB/EL) current students performing at Meets Grade Level or above in reading will rise from 33% from 2023 to 38%.
  - ☐ Strategy: Additional professional development will be provided for teachers to ensure they understand best practices for ESL learners.
  - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.

- ☐ By 2024, the number of Emergent Bilingual/English Learner (EB/EL) current students performing at Meets Grade Level or above in math will rise from 39% from 2023 to 44%.
    - ☐ Strategy: Additional professional development will be provided for teachers to ensure they understand best practices for ESL learners.
    - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.

- ☐ By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 17% from 2023 to 22%.
    - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.

- ☐ By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 19% from 2023 to 29%.
    - ☐ Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.

- ☐ By May 2024, District Instructional Guides will be updated annually before the start of school for each core content.
    - ☐ Strategy: Annually a committee of teachers and curriculum coordinators will analyze the district instructional guides to ensure they are aligned with state standards and best practices for each core content.

- ☐ Annually maintain 95% or above compliance with providing Suicide Prevention Curriulum with parental notification as approved by the School Health Advisory Council (SHAC) committee.
    - ☐ Strategy: Evidenced-based Suicide Prevention Curriculum will be presented to 7th and 10th graders on an annual basis by campus counselors.
    - ☐ Strategy: MISD initiative Capturing Kids' Hearts (CKH) is part of the suicide prevention by building relationships and making connections for students helping create a place for everyone to belong.

- ☐ Annually maintain 95% or above compliance with providing conflict resolution and violence prevention programs through the School Health Advisory Council's (SHAC) chosen curriculum and MISD initiative of Capturing Kids' Hearts (CKH)..
    - ☐ Strategy: Evidence-based curriculum is presented to various grades depending on developmentally appropriateness on an annual basis by outside vendors as approved by the School Health Advisory Council (SHAC).
    - ☐ Strategy: MISD use of Capturing Kids' Hearts to build relationships and increase conflict resolution skills in every classroom on every campus.

Grade	Program	Topic(s)
K-2	Super Powers for Super Friends	Bullying
3-5	Empowered	Bullying
6	Radical	Bullying
7	Abstinence-Based Presentation	Human Sexuality (Requires Affirmative Consent per HB 1525)
8	Focus on Success	Technology / Teens / Sexting / Pornography / Healthy Relationships
9	Navigate	Mental health
10	Power to Succeed	Drugs and Alcohol
11	Abstinence-Based Presentation	Human Sexuality (Requires Affirmative Consent per HB 1525)
12	Focus on Success	Technology / Teens / Sexting / Pornography / Healthy Relationships

- ☐ By 2024, gather data for a baseline of the number of students using Xello for college and career education.
  - ☐ Strategy: We will identify a baseline of the number of students for each campus who are using inventories and searches in the Xello platform.

- ☐ Annually maintain 98% or above compliance with trauma informed care and maltreatment of children.
  - ☐ Strategy: Staff are annually trained on trauma informed care and identifying maltreatment of children through compliance training through Region 10. Staff are also provided opportunities during the year for professional development in these areas.

- ☐ By 2024, 98% or above compliance with providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information regarding Higher Education and Financial Aid.
  - ☐ Strategy: Information is updated at least annually via the district/campus websites, digital updates, parent newsletters, campus newsletters, and/or presentations for all stakeholders regarding information about Personal Graduation Plans, Academic Planning Guide, and sources for information on Higher Education and Financial Aid.

- ☐ Annually maintain 100% compliance in serving students with dyslexia in an evidenced based reading program as prescribed in the Dyslexia Handbook.
  - ☐ Strategy: All teachers will be trained in the district dyslexia program that is evidence based for dyslexia and will use the program with fidelity, Maintaining a schedule of instructing students.

- ☐ By 2024, teachers and administrators will utilize technology for instructional and administrative programs in 100% of all areas where appropriate.
  - ☐ Strategy: iTechs will become certified in microsoft products to be able to train teachers and administrators in best practices in using these products.

- [ ] By 2024, 80% of all students identified for accelerated instruction per the state rules will complete their total hours of accelerated instruction.
    - [ ] Strategy: Schools will track each student's hours on a daily basis and will share with the district for monitoring.

- [ ] By 2024, reduce the number of dropout/unknown leavers from 0.7% to 0.5% at the secondary level.
    - [ ] Strategy: MISD LEAP program provides the opportunity for students who are at-risk of dropping out to finish their high school career in a nontraditional setting in accordance with required criteria.
    - [ ] Strategy: MISD initiative Capturing Kids' Hearts (CKH) is part of the dropout prevention by building relationships and making connections for students increasing their desire to be at school.
    - [ ] Strategy: Mentor's Care programming makes connections for students with community members who are able to provide insight to students on the value of completing their education.

Mandatory Policies and Procedures Required by Policy BQ(LEGAL)

BULLYING PREVENTION

FFI — Student Welfare: Freedom from Bullying

Legal Framework
Local Policy

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Definitions

Bullying

"Bullying":

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or
    b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
    a. Interfere with a student's educational opportunities; or
    b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and
10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note:Minimum Standards for Bullying Prevention are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

Note:*This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.*

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

FDB — Admissions: Intradistrict Transfers and Classroom Assignments

Legal Framework

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Attendance Areas

A student shall be assigned to a school in the attendance area in which he or she resides.

Class Changes

The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.

Transfers Between Schools

The Superintendent or designee shall be authorized to investigate and approve transfers between schools.

District Assignment

The Superintendent or designee may assign a new student to a campus other than the campus for the attendance area of residence when a campus or grade level reaches capacity. An assignment shall be made to accommodate a sibling of an assigned student. A student who is assigned in this manner shall be placed on a waiting list and offered the opportunity to return to the campus for the attendance area of residence when space becomes available.

For the following school year, the student shall be assigned to the campus for the attendance area of residence unless an intradistrict transfer request has been submitted and approved. A student on a District-assigned transfer shall be given priority consideration to remain at the assigned campus. The District shall provide bus transportation only for a District-assigned transfer student, if required.

A student who moves to another District attendance zone during the school year shall be permitted to remain in attendance at the same campus for the remainder of the year so long as the parent provides transportation. Effective at the beginning of the next school year, the student shall be required to attend the school in the attendance zone in which he or she resides.

A student who has attended a District school for his or her entire junior year and has moved to another District attendance zone may complete his or her senior year at the same school where he or she completed his or her junior year.

Children of District Employees

A child of a District employee may transfer from the assigned campus in the attendance zone in which he or she lives to a campus in which his or her employee/parent works provided that the parent is a full-time employee at a campus, and space for additional students is available at

the requested campus. In accordance with UIL rules, a student who requests a transfer under this policy at the first opportunity provided by the District shall retain his or her eligibility for varsity UIL competition.

Educational Services Transfer

When required educational services for an eligible or qualified student are not offered at the campus in the attendance zone in which the student resides, the District shall provide an educational services transfer, which shall temporarily allow the student to attend the campus where the educational services are provided.

If more than one campus offers the program, the District shall determine which campus the student shall attend. When the student no longer qualifies or stops participating in the services, the educational services transfer shall be canceled; and the student shall be returned to the appropriate campus in the attendance area in which he or she resides at the beginning of the next grading period.

Other Types of Transfer Requests

The Superintendent or designee shall be authorized to approve a written request from a parent for an intradistrict transfer, with transportation to be provided by the parent, for one school year only. The District shall grant for a student no more than one transfer per year.

Except as required by law and as provided in this policy, the reasons for which an intradistrict transfer may be granted shall be limited to the following:

1. The student was assigned to a new campus as a result of campus attendance zone boundary changes and will be entering the highest grade level for that campus in the next school year. Any younger sibling of the student previously granted an intradistrict transfer shall be permitted to remain at the same campus for one year only. For purposes of this transfer, the written request must be submitted by the annual deadline set by the administration to be effective for the following year.
2. There is an extreme hardship due to family circumstances.
3. The student has a serious medical condition documented by a qualified physician, and the student's identified needs cannot be met at the home campus.
4. The student resides in a different attendance zone from where a new residence is being built within the boundaries of the District.

Transfer Revocation

The Superintendent may revoke a transfer of a student who is repeatedly tardy or absent or has multiple or severe disciplinary infractions in violation of the campus rules or the Student Code of Conduct.

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*Note:*For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.

CHILD NEGLECT

FFG — Student Welfare: Child Abuse and Neglect

Legal Framework
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Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment

A district shall provide child abuse antivictimization programs in elementary and secondary schools. Education Code 38.004

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. Education Code 38.0041(a)

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. Family Code 261.101(a)

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. Family Code 261.101(b-1)

Restrictions on Reporting

Psychotropic Drugs and Psychological Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or

4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

"Person responsible for a child's care, custody, or welfare" means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

Family Code 261.001(5)

Reporting Abuse, Neglect, or Exploitation in a JJAEP

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. Family Code 261.405(a)(4)(A), (b)

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. Family Code 261.201(a)–(a)(1)

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. Family Code 261.101(d)

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. Family Code 261.106

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. Family Code 261.110(b) [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. Family Code 261.107(a)

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. Penal Code 39.06

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–(f). 19 TAC 249.15(b)(4)

Note:The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. Family Code 261.105(d)

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. Family Code 261.406(b)

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. Family Code 261.302(b) [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. Family Code 261.303(a)

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. Human Resources Code 42.004

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. 19 TAC 61.1051(b)

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. 19 TAC 61.1051(b)(1)

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
    a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
    b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution and Staff Development

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The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. 19 TAC 61.1051(c) [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS Texas Abuse Hotline website for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)–(f)

FFG — Student Welfare: Child Abuse and Neglect

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and

4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

MIDLOTHIAN ISD
FFG(LOCAL)-A
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COORDINATED HEALTH PROGRAM

HAA — Basic Instructional Program: Required Instruction (All Levels)

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Purpose

As a condition of accreditation, a district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. Education Code 28.002(c); 19 TAC 74.1(b)

A district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. Education Code 28.002(g)

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. 19 TAC 74.2

A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

A district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. In providing instruction required by the State Board of Education under Education Code 28.002(h-1), regarding the founding documents of the United States, a district shall use those documents as part of the instructional materials for the instruction.

Education Code 28.002(h), (h-6)

Required Curriculum

Foundation Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

Enrichment Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;
2. Health, with emphasis on:
    a. Physical health, including the importance of proper nutrition and exercise;
    b. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
    c. Suicide prevention, including recognizing suicide-related risk factors and warning signs;
3. Physical education;
4. Fine arts;
5. Career and technical education;
6. Technology applications;
7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
8. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

Digital Citizenship

The State Board of Education by rule shall require each district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Education Code 28.002(z)

Positive Character Traits

Districts are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills at least once in the following grade bands: kindergarten–grade 2, grades 3–5, grades 6–8, and grades 9–12.

Districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

19 TAC 120.3(a), .5(a), .7(a), .9(a)

Local Credit

A district may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. Education Code 28.002(f); 19 TAC 74.1(b)

Local Instructional Plan

A district's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. A district is encouraged to exceed minimum requirements of law and State Board rule.

Major Curriculum Initiatives

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and

3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

Common Core State Standards

A district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. A district may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. Education Code 28.002(b-1), (b-3), (b-4)

Scope and Sequence

In adopting a recommended or designated scope and sequence for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level, a district shall ensure sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills for that subject and grade level [see DG]. Education Code 28.0027(a)

Coordinated Health Programs

The Texas Education Agency (TEA) shall make available to each district one or more coordinated health programs in elementary, middle, and junior high school. Each program must provide for coordinating education and services related to:

1. Physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;
2. Mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
4. Physical education and physical activity; and
5. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

A district shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the district. Education Code 38.014

Coordinated school health programs that are developed by districts and that meet TEA criteria may be approved and made available as approved programs. Districts must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. 19 TAC 102.1031(c)

Physical Education

Each district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and
3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

Student/Teacher Ratio

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the district to:

1. Carry out the purposes of and requirements for the physical education curriculum; and
2. Ensure the safety of students participating in physical education.

If a district establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the district shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

Classification for Physical Education

A district shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted — not limited in activities.
2. Restricted — excludes the more vigorous activities. Restricted classification is of two types:
    a. Permanent — A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

b. Temporary — Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

3. Adapted and remedial — specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

School Health Advisory Council

A board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. Education Code 28.004(a) [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements.]

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in:
    a. Health education in kindergarten through grade 8; and
    b. If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:
    a. Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
    b. Physical education and physical activity;
    c. Nutrition services;
    d. Parental involvement;
    e. Instruction on substance abuse prevention;
    f. School health services, including mental health services;
    g. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
    h. A safe and healthy school environment; and
    i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

a. School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;
b. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
c. A safe and healthy school environment; and
d. School employee wellness;

5. If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization;
6. Strategies to increase parental awareness regarding:
    a. Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and
    b. Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.
7. Appropriate grade levels and curriculum for instruction regarding opioid addiction and abuse and methods for administering an opioid antagonist; and
8. Appropriate grade levels and curriculum for instruction regarding child abuse, family violence, dating violence, and sex trafficking, including likely warning signs that a child may be at risk for sex trafficking, provided that the local SHAC's recommendations under this provision do not conflict with the essential knowledge and skills developed by the State Board of Education.

Education Code 28.004(c), (n)

Policy Recommendations

The SHAC shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the district concerning the importance of daily recess for elementary school students. Education Code 28.004(l)

The SHAC shall make policy recommendations to the district to increase parental awareness of suicide-related risk factors and warning signs and available community suicide prevention services. Education Code 28.004(o)

Complaints

A parent may use the grievance procedure at FNG concerning a complaint of a violation of Education Code 28.004. Education Code 28.004(i-1)

Human Sexuality Instruction

Definitions

"Human sexuality instruction," "instruction in human sexuality," and "instruction relating to human sexuality" include instruction in reproductive health.

"Curriculum materials" includes the curriculum, teacher training materials, and any other materials used in providing instruction.

Education Code 28.004(p)

Board Selection

The board shall determine the specific content of a district's instruction in human sexuality. Education Code 28.004(h)

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A statement informing the parent of the human sexuality instruction requirements under state law;
2. A detailed description of the content of the district's human sexuality instruction and a general schedule on which the instruction will be provided;
3. A statement of the parent's right to:
    a. At the parent's discretion, review or purchase a copy of curriculum materials as provided by Education Code 28.004(j) [see EFA];
    b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
    c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;
4. A statement that any curriculum materials in the public domain used for the district's human sexuality instruction must be posted on the district's internet website, if the district has an internet website, and the internet website address at which the curriculum materials are located; and

5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

Education Code 28.004(i)

Parent Consent Before Instruction

Before a student may be provided with human sexuality instruction, a district must obtain the written consent of the student's parent. A request for written consent may not be included with any other notification or request for written consent provided to the parent, other than the notice provided under Education Code 28.004(i), described above, and must be provided to the parent not later than the 14th day before the date on which the human sexuality instruction begins. The requirements in this paragraph expire August 1, 2024. Education Code 28.004(i-2)–(i-3)

Condoms

A district may not distribute condoms in connection with instruction relating to human sexuality. Education Code 28.004(f)

Separate Classes

If a district provides human sexuality instruction, it may separate students according to sex for instructional purposes. Education Code 28.004(g) [See FB regarding single-sex classes under Title IX.]

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's human sexuality instruction. The policy must require:

1. The board to adopt a resolution convening the local SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The local SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the local SHAC's recommendations under item 2, above, to take action on the adoption of the recommendations by a record vote at a public meeting.

Before adopting curriculum materials for the district's human sexuality instruction, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

Education Code 28.004(e)–(e-1), (e-3)

Abuse Prevention Instruction

Adoption of Instructional Materials

Any course materials relating to the prevention of child abuse, family violence, dating violence, and sex trafficking shall be selected by the board with the advice of the local SHAC.

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking. The policy must require:

1. The board to adopt a resolution convening the SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the SHAC's recommendations, to take action on the adoption of the recommendations by a record vote at a public meeting.

Board Selection

Before adopting curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

The board shall determine the specific content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including the essential knowledge and skills addressing these topics developed by the State Board of Education.

Education Code 28.004(q)–(q-1), (q-3)–(q-4)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking to district students. If instruction will be provided. The notice must include:

1. A statement informing the parent of the requirements under state law regarding instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;
2. A detailed description of the content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;
3. A statement of the parent's right to:
    a. At the parent's discretion, review or purchase a copy of curriculum materials [see below at Availability of Instructional Materials];
    b. Remove the student from any part of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
    c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;
4. A statement that any curriculum materials in the public domain used for the district's instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking must be posted on the district's internet website address at which the curriculum materials are located; and
5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including information regarding the local SHAC.

Parent Consent Before Instruction

Before a student may be provided with instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, a district must obtain the written consent of the student's parent. A request for written consent:

1. May not be included with any other notification or request for written consent provided to the parent, other than the notice described above; and
2. Must be provided to the parent not later than the 14th day before the date on which the instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking begins.

Education Code 28.004(q-5)–(q-6)

Availability of Materials for Human Sexuality Instruction and Abuse Prevention Instruction

Curriculum materials proposed to be adopted for the district's human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking must be made available as provided below, except copyrighted materials must be provided as described by items (2)(a) or (2)(c), as applicable.

A district shall make all curriculum materials used in human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking available by:

101 1. For curriculum materials in the public domain:

a. Providing a copy of the curriculum materials by mail or email to a parent of a student enrolled in the district on the parent's request; and
b. Posting the curriculum materials on the district's internet website, if the district has an internet website; and

2. For copyrighted curriculum materials, allowing a parent of a student enrolled in the district to:
   a. Review the curriculum materials at the student's campus at any time during regular business hours;
   b. Purchase a copy of the curriculum materials from the publisher as provided by the district's purchase agreement for the curriculum materials; or
   c. Review the curriculum materials online through a secure electronic account in a manner that prevents the curriculum materials from being copied and that otherwise complies with copyright law.

For purchase agreements entered into, amended, or renewed on or after September 1, 2021, if a district purchases from a publisher copyrighted curriculum materials for use in the district's human sexuality instruction, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

If a district purchases from a publisher copyrighted curriculum materials for use in the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

Education Code 28.004(e-2), (j)–(j-2), (q-2)

Character Education

A district must adopt a character education program that includes the following positive character education traits and personal skills:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills;
8. Good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
9. School pride; and
10. Gratitude.

In developing or selecting a character education program under Education Code 29.906, a district shall consult with a committee selected by the district that consists of parents of district students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

Education Code 29.906
MIDLOTHIAN ISD
EHAA(LEGAL)-P UPDATE 120
DATE ISSUED: 1/5/2023

FFA — Student Welfare: Wellness and Health Services

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

Development, Implementation, and Review of Guidelines and Goals

The District shall develop nutrition guidelines and wellness goals in consultation with the local school health advisory council (SHAC) and with involvement from representatives of the student body, school food service, school administration, physical education teachers, the Board, parents, and the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goal for nutrition promotion: The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.

The District establishes the following goal for nutrition education: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goal for physical activity: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

Other School-Based Activities

The District establishes the following goal to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities: The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.

Implementation

The director of federal and special programs shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

MIDLOTHIAN ISD, FFA(LOCAL)-X, LDU 2019.01, DATE ISSUED: 2/13/2019

DECISION-MAKING AND PLANNING POLICY EVALUATION

BQ — Planning and Decision-Making Process

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Planning and Decision-Making Process

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. Education Code 11.251(b)

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. Education Code 11.252(d)

Administrative Procedure

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

Federal Requirements

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. Education Code 11.251(f)

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and

2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b) [See FOCA]

District Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. Education Code 11.252(a) [See AIA]

Availability to TEA

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must make the plan available to TEA on request. Education Code 11.252(b)

Required Provisions

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status,

sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
    a. Instructional methods for addressing the needs of student groups not achieving their full potential.
    b. Evidence-based practices that address the needs of students for special programs, including:
        1. Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
        2. Conflict resolution programs;
        3. Violence prevention programs; and
        4. Dyslexia treatment programs.
    c. Dropout reduction.
    d. Integration of technology in instructional and administrative programs.
    e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
    f. Staff development for professional staff of a district.
    g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
    h. Accelerated education.
    i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
    a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
    b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
    c. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. Education Code 37.081(d)(1) [See CKE]

Discipline Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. Education Code 37.083(a) [See FNC]

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan. Education Code 37.0831 [See FFH]

Bullying Prevention

The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. Education Code 37.0832(d)(2) [See FFI]

Mental Health, Substance Abuse, and Suicide

The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. Education Code 38.351(k)(2) [See FFEB]

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. Education Code 11.253(c)

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.

5. Identify staff needed to implement the plan.
6. Set timelines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Include goals and methods for violence prevention and intervention on campus.
9. Provide for a program to encourage parental involvement at the campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
    b. Student academic performance data;
    c. Student attendance rates;
    d. The percentage of students who are educationally disadvantaged;
    e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
    f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253
(MIDLOTHIAN ISD, BQ(LEGAL)-A, UPDATE 121, DATE ISSUED: 5/11/2023

BQ — Planning and Decision-Making Process

Legal Framework
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The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents

and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

MIDLOTHIAN ISD, BQ(LOCAL)-A1, UPDATE 105, DATE ISSUED: 7/3/2016

BQA — Planning and Decision-Making Process: District-Level

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Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. Education Code 11.251(b)

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

Business Representatives and Community Members

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. Education Code 11.251(b)

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. Education Code 11.252(e)

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. Education Code 11.252(e)

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. Education Code 11.252(f)

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. Education Code 11.252(a) [See District Improvement Plan at BQ(LEGAL)]

Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. Education Code 7.065(e)

Dropout Prevention Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
    a. Do not complete the program,
    b. Complete the program but do not take the high school equivalency examination, or
    c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;

4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. Education Code 21.451(c) [See DMA]

***Note:*See BF for information on the committee's role in requesting waivers.**

DROPOUT PREVENTION

BQA Legal

Dropout Prevention Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
    a. Do not complete the program,
    b. Complete the program but do not take the high school equivalency examination, or
    c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.
Education Code 11.255

Parental Notice of Assistance for Learning Difficulties

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include:
    a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
    b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
    c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
    d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
    e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

Education Code 26.0081(d)–(e)

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. Education Code 26.004(a)

Dyslexia and Related Disorders

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

District procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders available on TEA's Dyslexia and Related Disorders webpage. Districts shall provide a copy or a link to the electronic version of the Dyslexia Handbook to parents of children suspected to have dyslexia or a related disorder.

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28.

19 TAC 74.28(a)–(c), (l)–(m)

Compliance Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). 19 TAC 74.28(n)

Screening, Testing, and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. Education Code 38.003(a)

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the Dyslexia Handbook. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the Dyslexia Handbook, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

19 TAC 74.28(d), (j)

Parent Notification

At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and

4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.

IDEA Notice

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under Education Code 26.0081. [See EHBAE and FB]

Options and Services

Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.

19 TAC 74.28(f)–(h)

Parent Education

A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include:

1. Awareness and characteristics of dyslexia and related disorders;
2. Information on testing and diagnosis of dyslexia and related disorders;
3. Information on effective strategies for teaching students with dyslexia and related disorders;
4. Information on qualifications of those delivering services to students with dyslexia and related disorders;
5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and
7. Contact information for the relevant regional and/or district specialists.

Education Code 38.003; 19 TAC 74.28(l)

Treatment

Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer

additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. 19 TAC 74.28(i)

Reading Program

A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the Dyslexia Handbook.

Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the Dyslexia Handbook. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.

19 TAC 74.28(e)

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. Education Code 38.003(b-1)

Audiobook Program Notification

A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. Education Code 28.006(g-2)

MIDLOTHIAN ISD, EHB(LEGAL)-P, UPDATE 115, DATE ISSUED: 7/9/2020

EKC — Testing Programs: Reading Assessment

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Reading Instruments

The commissioner of education shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension.

For use in diagnosing the reading development and comprehension of kindergarten students, the commissioner shall adopt a multidimensional assessment tool that includes a reading instrument and tests at least three developmental skills. A multidimensional assessment tool is considered to be a reading instrument.

The district-level committee may adopt a list of reading instruments in addition to the reading instruments on the commissioner's list for a grade level other than kindergarten. Each reading instrument adopted by the district-level committee shall be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments shall provide for diagnosing the reading development and comprehension of students participating in a bilingual or special language program.

Education Code 28.006(a)–(b)

Kindergarten

Each district shall administer at the kindergarten level a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The district shall administer the reading instrument in accordance with the commissioner's recommendations.

The commissioner may approve an alternative reading instrument for use in diagnosing the reading development and comprehension of kindergarten students that complies with the requirements above.

The commissioner by rule shall determine the performance on the reading instrument that indicates kindergarten readiness.

Education Code 28.006(b-1), (c-2)–(c-3)

First and Second Grades

A district shall administer, at first- and second-grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. A district shall administer the reading instrument in accordance with the commissioner's recommendations.

Seventh Grade

A district shall administer a diagnostic reading instrument during the first six weeks of the school year to each student in grade 7 whose performance on the grade 6 state reading assessment did not meet the passing standard. If a student was administered the modified state assessment in reading, the admission, review, and dismissal (ARD) committee may determine if the diagnostic assessment is appropriate for use with that student.

A student in grade 7 who does not have a score for the state reading assessment in grade 6 may be given an equivalent comprehension assessment. If that student does not meet the passing standard, the student must be administered the diagnostic reading assessment.

A district must use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument. A district must submit an alternate diagnostic reading instrument to the Texas Education Agency (TEA) for approval. An alternate diagnostic instrument must:

1. Be based on published scientific research in reading;
2. Be age and grade-level appropriate, valid, and reliable;
3. Identify specific skill difficulties in word analysis, fluency, and comprehension; and
4. Assist the teacher in making individualized instructional decisions based on the assessment results.

Reports

A superintendent shall:

1. Report to the commissioner and the board the results of the reading instruments;
2. Not later than the 60th calendar day after the date on which a reading instrument was administered, report, in writing, to a student's parent or guardian the student's results on the reading instrument; and
3. Using the school readiness certification system, report each student's raw score on the reading instrument to TEA using the school readiness certification system.

Cost

TEA shall ensure at least one reading instrument for each grade level for which a reading instrument is required to be administered is available to districts at no cost.

Notice to Parents

A district shall notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. A district shall make a good-faith effort to ensure that this notice is provided in person or by regular mail, is clear and easy to understand, and is written in English and in the parent or guardian's native language.

Accelerated Reading Instruction Program

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. [See Accelerated Reading Instruction Program at EHBC(LEGAL)]

Education Code 28.006; 19 TAC 101.6001

EHBC — Special Programs: Compensatory Services and Intensive Programs

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Designing and Implementing Services

A district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to perform at grade level at the conclusion of the next regular school term. Education Code 29.081(a)

[See EHBCA for information regarding acceleration instruction and accelerated learning committees.]

Intensive Program of Instruction

State Assessments

A district shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district.

The program shall be designed to:

1. Enable the student to:
    a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
    b. Attain a standard of annual growth specified by a district and reported by the district to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Students Receiving Special Education Services

For a student in a special education program who does not perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Use of State Funds

A district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

No Cause of Action

A district's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.

Education Code 28.0213

Compensatory Education Allotment

Census Block

On a schedule determined by the commissioner of education and in accordance with Education Code 48.104, each district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides. Education Code 48.104(i)

Use

At least 55 percent of the district's compensatory education funds must be used to:

1. Fund supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B or disparity in the rates of high school completion between:
    a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
    b. Students at risk of dropping out of school, as defined below, and all other students; or
2. Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 [see AID], and its subsequent amendments, and by federal regulations implementing that Act.

Education Code 48.104(k)

Dropout Prevention Strategies

A district with a high dropout rate, as determined by the commissioner, shall submit a plan to the commissioner describing the manner in which the district intends to use its compensatory education allotment for developing and implementing research-based strategies for dropout prevention.

A district shall submit the plan not later than December 1 of each school year preceding the school year in which the district will receive the compensatory education allotment to which the plan applies.

A district may not spend or obligate more than 25 percent of the district's compensatory education allotment unless the commissioner approves the plan.

A district's plan shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;
2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
    a. High-quality, college readiness instruction with strong academic and social supports;
    b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and
    c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose; and
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

A district may enter into a partnership with a public junior college in accordance with Education Code 29.402 [see GNC] in order to fulfill a plan.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

Education Code 29.918

Reporting

A district shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA), according to standards for financial accounting provided in 19 Administrative Code 109.41 (relating to *Financial Accountability System Resource Guide*). Costs charged to state compensatory education shall be for programs and services that supplement the regular education program. 19 TAC 109.25(a)

A district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. A district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. A district must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in Education Code 29.081 [see At-Risk Student, below]. 19 TAC 109.25(b)

Educationally Disadvantaged Students

Student Eligibility

To be considered educationally disadvantaged in order to be counted to generate the compensatory education allotment pursuant to Education Code 48.104, a student must meet the income requirements for eligibility under the National School Lunch Program (NSLP), authorized by 42 U.S.C. 1751, et seq.

Districts may use the following approved methods for the purpose of receiving the compensatory education allotment pursuant to Education Code 48.104:

1. Parent certification, where the parent or guardian asserts meeting the income requirements for eligibility;
2. Direct certification, where the process by which eligible children are certified for free meals without the need for a household application based on household participation in one or more federal assistance programs; or
3. Direct verification, where public records are used to verify a student's eligibility for free or reduced-price meals when verification of student eligibility is required.

19 TAC 61.1027(a)

Virtual School Network

Districts must request prior approval from the commissioner to claim students receiving a full-time virtual education through the state virtual school network in their counts of educationally disadvantaged students. The request must include a plan detailing the enhanced services to be delivered to full-time state virtual school network students and submitted in a manner and with a deadline specified by the commissioner. 19 TAC 61.1027(b)(3)(B)

At-Risk Student

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Except as provided by TEA rule or if retained in prekindergarten under Education Code 28.02124 [see EIE], was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. If the student is in grades 7–12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;

7. Has been expelled in accordance with Education Code 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student, as defined by Section 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless [see FD];
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07; or
15. Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.

Education Code 29.081(d)(1)

Regardless of the student's age, a student who participates in an adult education program provided under the adult high school charter school program is considered a "student at risk of dropping out of high school." Education Code 29.081(d)(2)

Local Eligibility Criteria

In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the district during the preceding school year. Education Code 29.081(g)

Dropout Recovery Education Programs

A district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered at a campus or through the use of an online program that leads to a high school diploma and prepares the student to enter the workforce. A campus-based dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-1)(1)–(5). An online dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-2)(1)–(8).

Students in attendance at a dropout recovery education program shall be included in a district's average daily attendance for funding purposes.

Education Code 29.081(e)–(f)

Communities in Schools

An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least ten percent of the number of students in average daily attendance at the school, as determined by TEA. Education Code 33.157

Optional Extended Year Program

A district may set aside an amount from the district's compensatory education allotment or may apply to the agency for funding of an extended year program. Education Code 29.082(a); 19 TAC 105.1001

Optional Flexible Year Program

A district may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. Education Code 29.0821; 19 TAC 129.1029

Optional Flexible School Day Program

Notwithstanding Education Code 25.081 or 25.082, a district may apply to the commissioner to provide a flexible school day program (OFSDP) for students who:

1. Have dropped out of school or are at risk of dropping out of school as defined by Education Code 29.081;
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner; or
3. As a result of attendance requirements under Education Code 25.092, will be denied credit for one or more classes in which the students have been enrolled.

Education Code 29.0822

A district may apply to the commissioner to provide an OFSDP for students, in accordance with 19 Administrative Code 129.1027.

A board must approve the application. The board must include the OFSDP as an item on the regular agenda for a board meeting in compliance with 19 Administrative Code 129.1027(h)(2) before applying to operate an OFSDP. The application shall include the information described in 19 Administrative Code 129.1027.

19 TAC 129.1027(c)

Tutorial Services

A district may provide tutorial services at district schools. If a district provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials. [See EC for provisions on loss of class time.]

A district may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

Basic Skills Programs

A district may apply to the commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the commissioner.

With the consent of a student's parent or guardian, a district may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086(a)

After-School and Summer Intensive Mathematics and Science Programs

A district may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the district.

Before providing a program, a board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
    a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
    b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the district that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

Education Code 29.088, .090; 19 TAC 102.1041

Mentoring Services Program

A district may provide a mentoring services program to students at risk of dropping out of school. A board may arrange for any public or nonprofit community-based organization to come to the district's schools and implement the program.

A board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

Accelerated Reading Instruction Program

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The district shall determine the form, content, and timing of the program.

A district shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

Education Code 28.006(g), (g-1)

College Preparatory Courses

Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the 12th grade level whose performance on:
    a. An end-of-course assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
    b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.334 [Texas Success Initiative (TSI) assessment] indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through an institution of higher education with which the district partners.

Faculty

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

Notice

Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

Credit Earned

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

Dual Credit

A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners. [See EHDD]

Instructional Materials

Each district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

Education Code 28.014

End-of-Course Exam

A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c) [see EKB], even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. Education Code 39.025(a-1)

EHBC — Special Programs: Compensatory Services and Intensive Programs

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Adopted: Date not found

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Accelerated Learning Committee

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.

MIDLOTHIAN ISD, EHBC(LOCAL)-A, UPDATE 118, DATE ISSUED: 10/27/2021

Pregnancy Related Services

Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for any reason, including to take standardized tests. There is no limit to the number of events or the length of each event.

2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.

3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.

4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

FFEA — Counseling and Mental Health: Counseling

Legal Framework

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Parental Consent and Review

A board shall adopt guidelines to ensure that written consent is obtained from the parent, legal guardian, or other person entitled to enroll the student under Education Code 25.001(j) for the student to participate in those activities for which parental consent is required. Education Code 33.003

Each school shall obtain, and keep as part of the student's permanent record, this written consent by the parent or legal guardian. The consent form shall include specific information on the content of the program and the types of activities in which the student will be involved.

Each school, before implementing a comprehensive school counseling program, shall annually conduct a preview of the program for parents and guardians. All materials, including curriculum to be used during the year, must be available for a parent or guardian to preview during school hours. Materials or curriculum not included in the materials available on the campus for preview may not be used.

Education Code 33.004

Child Consent to Counseling

A child may consent to counseling for:

1. Suicide prevention,
2. Chemical addiction or dependency; or
3. Sexual, physical, or emotional abuse.

Family Code 32.004(a)

[For more information about consent for mental health treatment, see FFEB.]

Comprehensive School Counseling Program

A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.

The school counselor shall design the developmental guidance and counseling program to include:

1. A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives.
2. A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk.
3. An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development.
4. System support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

Education Code 33.005

Higher Education Counseling

Each school counselor at an elementary, middle, or junior high school shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

During the first school year a student is enrolled in high school, and again during each year of a student's enrollment in high school, a school counselor shall provide information about higher education to the student and the student's parent or guardian. The information must cover:

1. The importance of postsecondary education;
2. The advantages of earning an endorsement and a performance acknowledgment and completing the distinguished level of achievement under the foundation high school program;
3. The disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
4. Financial aid eligibility;
5. Instruction on how to apply for federal financial aid;
6. The center for financial aid information established under Education Code 61.0776;
7. The automatic admission of certain students to general academic teaching institutions as provided by Education Code 51.803;
8. The eligibility and academic performance requirements for the TEXAS Grant;
9. The availability of programs in a district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs;
10. The availability of education and training vouchers and tuition and fee waivers to attend an institution of higher education as provided by Education Code 54.366 for a student who is or was previously in the conservatorship of the Department of Family and Protective Services; and
11. The availability of college credit awarded by institutions of higher education to veterans and military servicemembers for military experience, education, and training obtained during military service as described by the information materials developed by the commissioner in cooperation with the Texas Higher Education Coordinating Board under Labor Code 302.0031(h).

When providing information under item 10, above, the school counselor must report to the student and the student's parent or guardian the number of times the counselor has provided the information to the student.

When providing information under item 11, the school counselor must explain to any student who is enlisted or intends to enlist in the armed forces of the United States the informational materials developed under Labor Code 302.0031.

Automatic Admission

At the beginning of grades 10 and 11, a certified school counselor shall explain the requirements of automatic admission to a general academic teaching institution to each student who has a grade point average in the top 25 percent of the student's high school class. [See EIC]

Education Code 33.007; 19 TAC 61.1071

Notice of Grant Programs

In a manner that assists the district in implementing the district improvement plan, a district shall notify students in middle school, junior high school, and high school and those students' teachers, school counselors, and parents of:

1. The TEXAS Grant and the Teach for Texas Grant programs;
2. The eligibility requirements of each program;
3. The need for students to make informed curriculum choices to be prepared for success beyond high school; and
4. Sources of information on higher education admissions and financial aid.

Education Code 56.308(b)(1)

MIDLOTHIAN ISD

FFEA(LEGAL)-P

UPDATE 115

DATE ISSUED: 7/9/2020

STUDENT WELFARE AND SUICIDE PREVENTION

MIDLOTHIAN ISD™
INSPIRING EXCELLENCE

Suicide Prevention Plan

Suicide Prevention Plan

Midlothian ISD

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MISD Suicide Prevention Protocol

Purpose

The purpose of this prevention plan is to protect the health and emotional well-being of all students by setting forth procedures, training, and mitigation efforts in order to prevent, assess, intervene and respond to suicide.

At Midlothian ISD, we:

- Recognize that the safety and security of all students includes physical health and mental health.
- Recognize that social, emotional and behavioral support is a vital part of the educational process.
- Acknowledge that suicide is a leading cause of death among young people.
- Acknowledges the school is responsible for taking a proactive approach in the prevention and intervention of deaths by suicide.

Prevention

District Level Suicide Prevention Coordinator

The district will designate a suicide prevention coordinator who will be responsible for planning and coordinating implementation of prevention programs, oversee protocols, and implementation of staff development. The district suicide prevention coordinator is Sabra Golden, Director of Guidance and Counseling.

School Suicide Prevention Coordinator

Each campus will have a school suicide prevention coordinator to act as the point of contact for issues relating to suicide prevention. The campus counselor will act as the school suicide prevention coordinator. All staff members shall report students they believe to be elevated risk for suicide to the campus counselor.

Staff Professional Development

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

- All staff will complete suicide training through district compliance training annually.
- All staff will receive face-to-face training provided by the campus counselor within the first 30 days of school to review campus procedures for reporting students believed to be at elevated risk for suicide and protocols for referral.
- The professional development must include: risk factors, warning signs, protective factors, response procedures, referrals, postvention, resources, and groups of students who are at elevated risk (those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQIA students, students bereaved by suicide, and those with medical conditions or certain types of disabilities).

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials will be integrated into the guidance and counseling curriculum to include: the importance of safe and healthy choices and coping strategies focused on resiliency building; how to recognize risk factors and warning signs of suicide in oneself and others; and help-seeking strategies for oneself or others, including how to reach school resources to refer peers for help.

- Kinder-4th - Direct guidance lessons for healthy choices and coping strategies
- 5th Grade - Riding the Waves Curriculum

- 6th - 12th Grade - SOS Curriculum

Identification and Intervention

When a student is identified by a peer, educator or other source as potentially suicidal, the student must be seen by a school-employed mental health professional to assess risk and facilitate a referral if necessary . School staff members should:

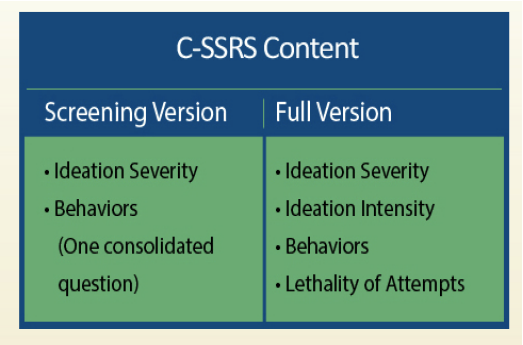
- Immediately escort the student to the school counselor. In the event a school counselor is not on campus, the student should be escorted to a campus administrator. Students are not to be sent alone to that location.
- Under no circumstances should the student be allowed to leave school alone or be alone.
- Supervise the student until a 24/7 caregiving resource can assume responsibility.

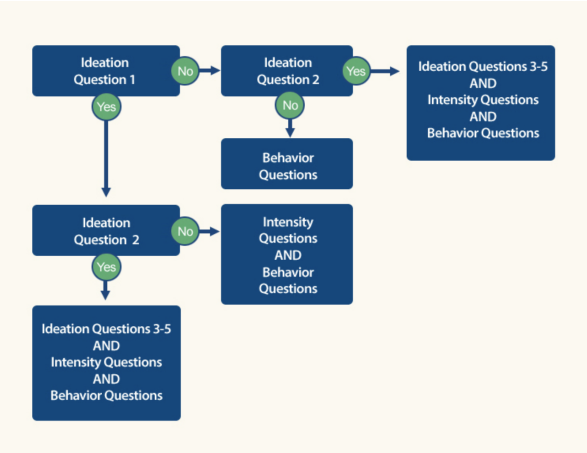
Suicide behavior may include but is not limited to; expression of suicide either in writing or verbally, presenting overt risk factors such as agitation or self-harm, expression of non-specific thoughts of wanting to end one's life, or endorsing thoughts about a wish to be dead. Students who have received a severe discipline consequence should be assessed. Counselors and/or campus administrators will utilize the Suicide Risk Report form to document all steps. A completed copy of this form will be sent to Executive Director of Student Services, Krista Tipton and Director of Guidance and Counseling, Sabra Golden.

Suicide Risk Assessment

The counselor will conduct a suicide risk assessment to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student.

- C-SSRS Recent
- C-SSRS Very Young/Cognitively Impaired
- C-SSRS Lifetime (full scale)
- http://cssrs.columbia.edu/training/training-options/ Select interactive C-SSRS training module





Develop a Safety Plan

Following the completion of the risk assessment, helping the student develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide is required. A safety plan developed with the caregiver is best practice. Counselors and/or designee will use the MISD Safety Plan Form. A Parent Conference Guide is available with talking points, including discussing the removing and off-site storage of lethal means which include but are not limited to; firearms, ammunition, and medications.

Caregiver Notification

The appropriate caregiver(s) ***must always be notified*** when signs of suicidal thinking and behavior are observed. If child abuse is suspected, child protective services must be contacted.

- Even if a student is to be judged as low risk for suicidal behavior, caregivers must be contacted.
- If a student is in imminent danger, the student must be picked up by the appropriate caregiver. The student should not be allowed to leave the building alone or on a school bus.
- When appropriate, it may be necessary to call emergency services.
- Whether a student is in imminent danger or not, it is strongly recommended that lethal means are removed or made inaccessible (i.e. guns, poisons, medications, and sharp objects).
- All caregiver notifications must be documented using the Suicide Risk Report.

Parent Acknowledgement Form

If the student is deemed in imminent danger, the appropriate caregiver should be informed of the outcome of the risk assessment, safety plan, and given a copy of both. The parent should also sign the *Parent Acknowledgement Form for Student at Risk of Suicide*. Again, the student must be picked up by the appropriate caregiver and is not to leave the building alone or on a school bus.

Parent Acknowledgement Form for Student at Risk of Suicide.

Referral

The counselor will refer students who are critical or in imminent danger to mental health services outside of school and will coordinate that effort with the caregiver(s). If the caregiver(s) do not seek help for their child, MISD will be obligated to contact the Texas Department of Family and Protective Services. Counselors can utilize the Community Resource Guide or other resources as deemed necessary.

Release of Information

It may be necessary for a Release of Information Form to be signed so that the school counselor and principal can communicate directly with an outside mental health or medical provider for the student. It is best to obtain release from the primary caregiver to facilitate the sharing of information.

Administrative Notification

The counselor will notify the campus administrator of students in imminent danger, and forward any medium/high level risk assessments to the Student Services Administrator, Krista Tipton/Sabra Golden..

When to Engage Law Enforcement

When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in possession of the student), school staff shall contact the campus SRO and call 911 immediately. School staff should tell the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP" to allow for the dispatcher to send officers with specific training.

Another situation in which the campus shall notify law enforcement would be in the case that a student is actively suicidal, the immediate safety of the student is at-risk, and the parent reports a lack of resources, such as transportation, to get the student to a behavioral health facility.

School Reentry

Once the student returns to school, the principal and counselor will meet with the student and the student's caregiver(s) to discuss reentry steps needed to ensure the student has a successful return to school.

- Reentry from Treatment Facility or Reentry of Suicidal Student form should be used. The parent or guardian will provide documentation from a mental health care provider acknowledging that the student has undergone examination and they are no longer a danger to themselves or others.
- The counselor will also meet with the student and set up a plan to regularly check-in and monitor the student to assess his/her adjustment and future needs..
- Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety of the student. School staff members do not need clinical information about the student or detailed history of his/her suicidal risk behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Documentation

Counselors will use the Suicide Risk Report form to document that all protocols were followed. A completed copy of this form will be sent to Director of Student Services, Dr. Al Hemmle.

Monitoring

The campus counselor will meet regularly to monitor ongoing suicidality of students who have already been assessed either by the campus counselor, an outside mental health professional, or in a hospital setting. Use the *Suicide Risk Monitoring Tool.*

- Elementary/Middle
- Middle/High

COVID19 Suicide Prevention Procedures - Distance Learning

Just as would be done in a brick and mortar school, virtual suicide prevention service delivery should identify and assertively support vulnerable populations (e.g., those exposed to suicidal behavior; known to be challenged by mental illness, disabilities, and bullying/cyberbullying; with housing insecurity and who are homeless; with trauma histories; and with histories of nonsuicidal self-injury). LGBTQ+ students can be a high-risk group, especially if they view access to important social supports as no longer available, particularly if they are experiencing parental rejection or peer victimization.

- NASP Prevention Checklist for Distance Learning

National Association of School Psychologists (2020). Comprehensive suicide prevention in a time of distance learning

COVID 19 - Provide Resources to Staff

Review with all school staff members suicide risk assessment referral procedures and any modifications to such made necessary by ***distance learning***. School staff should understand how to quickly access support for, and refer, at risk students when providing distance learning activities.

- District Crisis Link
- District COVID19 Counseling Resources

Procedures for Emergency Situations

If you have any questions, please call Sabra Golden 469-856-5084 or Commander Hicks 469-856-5029

- Utilize this checklist for risk-assessment purposes for students distance learning.
    a. **Suicide or harm to self** - **If it's an emergency call 911**
        i. Initial parent contact - first response

ii. Provide resources and guidance regarding next steps
iii. Safety plan - walk parents through safety plan
iv. If you can't get a hold of a parent, call campus administrator AND call Sgt. Halbert @ 817-988-0716 (during the day Mon-Fri)
v. If need police response and it's evening/weekend/night - call dispatch and ask for welfare check @ 972-775-3333
vi. Follow up documentation to parent: email with recommendation and resources
vii. Contact campus principal regardless to keep them in the loop (cc campus admin on follow-up email with parent)

b. **Harm to others** - **<u>If it's an emergency call 911</u>**
   i. Non Emergency - Contact campus principal and call Sgt. Halbert @ 817-988-0716

Facts and Tips

1. According to the CDC, in a National study in 2017, 17.2% of students had seriously considered attempting suicide during the 12 months.
2. During the 12 months before the survey, 13.6% of students nationwide had made a plan about how they would attempt suicide and 7.4% of students had actually attempted suicide.
3. In 2016, leading causes of deaths among adolescents aged 15–19 years were:
   a. Accidents (unintentional injuries)
   b. Suicide
   c. Homicide
4. Suicide is preventable. Youth who are contemplating suicide typically give warning signs of their distress. Most important is to never take these warning signs lightly or promise to keep them secret.
5. Talking about suicide does not cause someone to be suicidal.
6. Suicide occurs across all age, economic, social, racial and ethnic boundaries.
7. Suicide Warning Signs. Most suicidal youth demonstrate observable behaviors signalling suicidal thinking:
   a. Suicidal threats in the form of direct (e.g., "I am going to kill myself") and indirect (e.g., "I wish I could fall asleep and never wake up again") statements
   b. Suicide notes and plans (including online postings)
   c. Making final arrangements (e.g., giving away prized possessions)
   d. Preoccupation with death
   e. Changes in behavior, appearance, thoughts, and/or feelings.
8. Schools have an important role in preventing youth suicide. Children and youth spend the majority of their day in school where caring and trained adults are available to help them. Schools need trained mental health staff and clear procedures for identifying and intervening with students at risk for suicidal behavior.

9. The entire school staff should work to create an environment where students feel safe. School mental health and crisis team members are responsible for conducting suicide risk assessment, warn/inform parents, provide recommendations and referrals to community services, and often provide follow up counseling and support at school.
10. Collaboration between schools and community providers is critical. Establishing partnerships with local community mental health agencies helps connect students to needed services in a timely manner and helps smooth re-entry to school.
11. Never ignore or keep information a secret. Peers should not agree to keep the suicidal thoughts of a friend a secret and instead should tell an adult, such as a parent, teacher, or school psychologist. Parents should seek help from school or community mental health resources as soon as possible. School staff should take the student to the designated school mental health professional or administrator.
12. Get immediate help if a suicide threat seems serious. Call 911 or the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

Suicide Risk Factors

Suicide risk factors are characteristics or conditions that increase the chance that a person may try to take his/her life. Suicide tends to be highest when someone has several risk factors at the same time. **Risk and Protective Factors**

The most frequently cited risk factors for suicide are:

- Situational crises (e.g., the presence of a gun in the home, bullying and harassment, serious disciplinary action, death of a loved one, physical or sexual abuse, breakup of a relationship/friendship, family violence, suicide of a peer)
- Previous suicide attempt(s)
- Impulsivity and aggression, especially along with a mental disorder
- Isolation and aloneness
- Non-suicidal self-injury (e.g., cutting)
- Mental illness including depression, bipolar, conduct disorders, and substance abuse
- Family stress/dysfunction
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Family history of suicide
- Environmental risks, including presence of a firearm in the home

Student populations at an elevated risk for suicidal behavior based on various factors are:

- Youth living with mental and/or substance abuse disorders
- Youth who engage in self-harm or have attempted suicide
- Youth in out-of-home settings
- Youth experiencing homelessness
- American Indian/Alaskan Native youth

- LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. LGB youth are 4 times more likely, and questioning are 3 times more likely.
- Youth bereaved by suicide
- Youth living with medical conditions and disabilities

Protective Factors

Protective factors are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk.

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions that foster resilience
- Ability to solve problems
- Positive parenting practices
- School connectedness
- Healthy parent-child relationships

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ACEs

Adverse childhood experiences (ACEs) are a significant risk factor for substance use disorders and can impact prevention efforts. Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person's lifespan, including those associated with substance misuse.

ACEs include:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect
- Intimate partner violence
- Mother treated violently

- Substance misuse within household
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

ACEs Research and Behavioral Health

Research has demonstrated a strong relationship between ACEs, substance use disorders, and behavioral problems. When children are exposed to chronic stressful events, their neurodevelopment can be disrupted. As a result, the child's cognitive functioning or ability to cope with negative or disruptive emotions may be impaired. Over time, and often during adolescence, the child may adopt negative coping mechanisms, such as substance use or self-harm. Eventually, these unhealthy coping mechanisms can contribute to disease, disability, and social problems, as well as premature mortality.

ACEs and Behavioral Problems

- Suicide attempts. ACEs in any category increased the risk of attempted suicide by 2- to 5-fold throughout a person's lifespan, according to a 2001 study. According to a recent 2017 article(link is external), individuals who reported 6 or more ACEs had 24.36 times increased odds of attempting suicide.
- Lifetime depressive episodes. Exposure to ACEs may increase the risk of experiencing depressive disorders well into adulthood—sometimes decades after ACEs occur. Learn more from a 2015 study on ACEs and the risk of geriatric depressive disorders.
- Negative physical health outcomes. Experiencing adverse childhood family experiences may increase the risk for long-term physical health problems (e.g., diabetes, heart attack) in adults. Learn more from a 2015 study on long-term physical health consequences of adverse childhood experiences.
- Sleep disturbances in adults. People with a history of ACEs have a higher likelihood of experiencing self-reported sleep disorders, according to a 2015 systematic review of research studies on ACEs and sleep disturbances in adults.
- High-risk sexual behaviors. Women with ACEs have reported risky sexual behaviors, including early intercourse, having had 30 or more sexual partners, and perceiving themselves to be at risk for HIV/AIDS. Learn more from a 2001 study on ACEs and sexual risk behaviors in women. Sexual minorities who experience ACEs also demonstrate earlier sexual debut according to a 2015 study.

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Postvention

Development and Implementation of a Crisis Response Plan

The crisis response team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

Get the Facts

a) Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the Situation

b) The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share Information

c) Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid Suicide Contagion

d) It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Initiate Support Services

e) Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop Memorial Plans

f) The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

External Communication

A school designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

a) Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.

b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Messaging and Suicide Contagion

Research has shown a link between certain kinds of suicide-related media coverage and increases in suicide deaths. Suicide contagion has been observed when:

- the number of stories about individual suicides increases,
- a particular death is reported in great detail,
- the coverage of a suicide death is prominently featured in a media outlet, or
- when the headlines about specific deaths are framed dramatically (e.g., "Bullied Gay Teen Commits Suicide By Jumping From Bridge").

Research also shows that suicide contagion can be avoided when the media report on suicide responsibly, such as by following the steps outlined in "Recommendations for Reporting on Suicide" at www.reportingonsuicide.org. Contagion can also play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation.

Because adolescents are especially vulnerable to the risk of contagion, in the case of a suicide death, it is important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the connection between suicide and underlying mental health issues such as depression or anxiety that can cause substantial psychological pain but may not be apparent to others (or that may manifest as behavioral problems or substance abuse). However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student's family and friends.

Finally, after a death by suicide it is important for schools to encourage parents/guardians to monitor their child's social networking pages. Students often turn to social networking websites as an outlet for communicating information and for expressing their thoughts and feelings about the death. Parents/ guardians should be advised to monitor the websites for warning signs of suicidal behavior.

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Resources

National Suicide Prevention Lifeline at 1-800-273-TALK (8255)
www.suicidepreventionlifeline.org

Crisis Text Line - Text HOME to 741741
https://www.crisistextline.org/

Trevor Project for Youth 1-866-488-7386
http://www.thetrevorproject.org/

American Foundation for Suicide Prevention
American Foundation for Suicide Prevention
https://afsp.org/

TEA - Suicide Prevention
https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Suicide_Prevention/

Means Matter - Harvard School of Public Health
https://www.hsph.harvard.edu/means-matter/

ACEs
https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences

International School Counseling Association
https://iscainfo.com/

Dr. Scott Poland Webinar on 13 Reasons Why
https://www.keenan.com/Knowledge-Center/Webinars/Webinar-Details/responding-to-netflixs-13-reasons-why-recommendations-for-school-personnel

Youth Risk Behavior Survey 2017
https://www.cdc.gov/nchhstp/dear_colleague/2018/dcl-061418-YRBS.html

Self-Injury
http://www.selfinjury.bctr.cornell.edu/

Texas Suicide Safer School Plan
https://texassuicideprevention.org/

Montana CAST - Crisis Action School Toolkit
http://www.bigskyaacap.org/cast-s.html
https://drive.google.com/file/d/1WTr5VB_R3Z48t7hkicw7xpgDTBpa8znu/view?usp=sharing

Weekly Spark
Including brief on suicide and bullying
https://www.sprc.org/news-and-highlights

Jason Flatt Foundation

http://jasonfoundation.com/about-us/jason-flatt-act/

SOS - Middle and High School
https://mentalhealthscreening.org/

Riding the Waves - Elementary
https://www.crisisconnections.org/get-training/schools/

DBT - Cutting
https://www.psychologytoday.com/us/therapy-types/dialectical-behavior-therapy
https://www.michaelshouse.com/dual-diagnosis/dialectical-behavior-therapy-cutting/

Nova - Videos (suicide and self-harm)
https://www.nova.edu/suicideprevention/training-videos.html

Evan
https://www.youtube.com/watch?v=A8syQeFtBKc

Tomorrow's News
https://www.youtube.com/watch?v=ZvRQ1StsYGw

Columbia Suicide Severity Rating Scale
http://cssrs.columbia.edu/
http://cssrs.columbia.edu/the-columbia-scale-c-ssrs/about-the-scale/
After a Suicide: A Toolkit for Schools 2018
https://www.sprc.org/resources-programs/after-suicide-toolkit-schools

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CRISIS INTERVENTION - TRAUMA-INFORMED CARE

FFBA — Crisis Intervention: Trauma-Informed Care

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Trauma-Informed Care Policy

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A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
    a. Increasing staff and parent awareness of trauma-informed care; and
    b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

The training must address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. The training may include two or more listed topics together.

For any training under this provision, a district shall maintain records that include district staff members who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)–(d), (f)

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FFBA — Crisis Intervention: Trauma-Informed Care

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Trauma-Informed Care Program

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

MIDLOTHIAN ISD

FFBA(LOCAL)-A

UPDATE 119

DATE ISSUED: 6/13/2022

FFEB — Counseling and Mental Health: Mental Health

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***Note:*For information about mental health curriculum and SHAC responsibilities, see EHAA. For information about threat assessments, see FFB. For personnel information about mental health professionals, see DP.**

Mental Health Condition

"Mental health condition" means a persistent or recurrent pattern of thoughts, feelings, or behaviors that:

1. Constitutes a mental illness, disease, or disorder, other than or in addition to epilepsy, substance abuse, or an intellectual disability; or
2. Impairs a person's social, emotional, or educational functioning and increases the risk of developing such a condition.

Education Code 5.001(5-a)

Student Programs

The Texas Education Agency (TEA), in coordination with the Health and Human Services Commission and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each district may select from the list a program or programs appropriate for implementation in the district.

Subject Areas

The list must include programs and practices in the following areas:

1. Early mental health prevention and intervention;
2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse prevention and intervention;
4. Suicide prevention, intervention, and postvention;
5. Grief-informed and trauma-informed practices;
6. Positive school climates;
7. Positive behavior interventions and supports;
8. Positive youth development; and
9. Safe, supportive, and positive school climate.

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

[For information on employee training, see DMA.]

Practices and Procedures

A district shall develop practices and procedures concerning each area listed above, including mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, that:

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;
2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;
5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and
6. Include procedures:
    a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and
    b. For suicide prevention, intervention, and postvention.

The practices and procedures may address multiple subject areas [see Subject Areas, above]. The practices and procedures must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The practices and procedures developed must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

Nothing in these provisions is intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. Practices and procedures developed in accordance with these provisions are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. These provisions do not give districts the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

"Postvention" includes activities that promote healing necessary to reduce the risk of suicide by a person affected by the suicide of another.

Education Code 38.351(a)–(f), (i)–(o)

Immunity

The above requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. Education Code 38.352

Student Identification Cards

Each student identification card issued by a public school to a student in grade six or higher must have printed on the card the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line. The student identification card may have printed on the card the contact information for a local suicide prevention hotline, if available. Education Code 38.353

Consent to Examinations, Tests, or Treatment

A district employee must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or
2. State or federal law regarding requirements for special education.

Education Code 26.009(a)(1) [See FNG]

[For more information about consent to medical treatment, including psychological treatment, see FFAC. For information about consent to counseling, see FFEA.]

Professional's Authority

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

Exception: Court Order

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

Family Code 32.004(b), (c)

[See DP for more information about LSSP and school counselor responsibilities.]

Consent to LSSP

Informed consent for a licensed specialist in school psychology (LSSP) must be obtained in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the U.S. Department of Education's rules governing parental consent when delivering school psychological services in the public schools, and is considered to meet the requirements for informed consent under the Texas State Board of Examiners of Psychologists (TSBEP) rules. No additional informed consent, specific to any Texas Behavioral Health Executive Council (TBHEC) rules, is necessary in this context.

Licensees providing psychological services under 22 Administrative Code 465.38(e)(2), however, must obtain informed consent as otherwise required by the TBHEC rules. 22 TAC 465.38(g)

Professional Immunity

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct. Family Code 32.004(d)

Outside Counselors

Neither a district nor an employee of a district may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the district does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.
2. Discloses to the student's parent, managing conservator, or guardian any relationship between the district and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate district personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

Education Code 38.010

[See FFEA for information on the comprehensive guidance program. See FFB for mental health-care services provided by the threat assessment and safe and supportive school team.]

Psychotropics and Psychiatric Evaluations

A district employee may not:

1. Recommend that a student use a psychotropic drug; or
2. Suggest any particular diagnosis; or
3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or
2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or
3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

A board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016. [See FFAC]

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.0511 or other law or a district's sovereign or governmental immunity.

Nonphysician mental health professional has the meaning assigned by Education Code 38.0101 [see DP].

Education Code 38.016

[For information regarding administration of medication, see FFAC.]

Child Abuse Reporting

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFG]

MIDLOTHIAN ISD, FFEB(LEGAL)-P, UPDATE 118, DATE ISSUED: 10/27/2021

STUDENT WELFARE: DISCIPLINE/CONFLICT/VIOLENCE MANAGEMENT

FFH — Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

Legal Framework
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***Note:*The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.**

Dating Violence

Policy Requirements

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must include:

1. A definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021;
2. A clear statement that dating violence is not tolerated at school; and
3. Reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence.

A dating violence policy must also address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Student Resources

To the extent possible, a district shall make available to students age-appropriate educational materials that include information on the dangers of dating violence and resources to students seeking help. Education Code 37.0831(c)

*Note:*References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. Education Code 37.083 [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. 20 U.S.C. 1681 (Title IX)

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. 34 C.F.R. 106.45; 20 U.S.C. 1681 [See also FB regarding Title IX]

Designation of Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

Parties Entitled to Notice

The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. 34 C.F.R. 106.8(a)

Notification of Policy

A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication Requirements

A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

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*Note:*To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of Title IX sexual harassment in an education program or activity and against a person in the United States as the district's "Title IX formal complaint process."

Adopting and Publishing Complaint Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual Harassment

Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute

corrective measures on behalf of the district. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Consent" is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the

district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

Deliberate Indifference

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

Education Program or Activity

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. 34 C.F.R. 106.44(b)(1)

Supportive Measures Required

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

Constitutional Restrictions

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

Response to a Formal Complaint

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. 34 C.F.R. 106.44(b)(1)

Emergency Removal

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

Administrative Leave

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. 34 C.F.R. 106.44(d)

Process for Title IX Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. 34 C.F.R. 106.45(b)

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services

described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;

2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;
4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

Notice of Allegations

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Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
    a. The identities of the parties involved in the incident, if known;
    b. The conduct allegedly constituting sexual harassment; and
    c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

Dismissal of a Formal Complaint

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the

same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular "party," "complainant," or "respondent" include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. 34 C.F.R. 106.45(b)(6)(ii)

Determination Regarding Responsibility

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

Implementation of Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies. 34 C.F.R. 106.45(b)(7)(iv)

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Title IX Formal Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

Informal Resolution

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:

a. The allegations;
b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. 34 C.F.R. 106.71(a)

MIDLOTHIAN ISD

FFH(LEGAL)-P

UPDATE 119

DATE ISSUED: 6/13/2022

FFH — Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

Legal Framework
Local Policy

Adopted: Date not found

Note: **This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.**

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any

instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

FFH — Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

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Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: KKrista Tipton

Position: EExecutive Director of Student Services

Address: 1100 Walter Stephenson Road, Midlothian, TX 76065

Email: Title IX coordinator (Krista.Tipton@Midlothianisd.org)

Telephor 4(469) 856-5000
:

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: Shannon Thompson

Position: Executive Director of Specialized Learning

Address: 1100 Walter Stephenson Road, Midlothian, TX 76065

Email: ADA/Section 504 coordinator (Shannon.Thompson@Midlothianisd.org)

Telephor (469) 856-5000
:

TECHNOLOGY INTEGRATION

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Next Generation Technology

A district, in the administration of the district, shall consider using next generation technologies, including cryptocurrency, blockchain technology, robotic process automation, and artificial intelligence. Gov't Code 2054.601

Children's Internet Protection Act

Definitions

Harmful to Minors

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

47 U.S.C. 254(h)(7)(G); 20 U.S.C. 7131(e)(6)

Technology Protection Measure

"Technology protection measure" means a specific technology that blocks or filters internet access to the material covered by a certification described at Certifications to the FCC, below, to which such certification relates. 47 U.S.C. 254(h)(7)(I)

Universal Service Discounts (E-Rate)

An elementary or secondary school having computers with internet access may not receive universal service discount rates unless the district submits to the FCC the certifications described below at Certifications to the FCC and a certification that an internet safety policy has been adopted and implemented as described at Internet Safety Policy, below, and ensures the use of computers with internet access in accordance with the certifications. 47 U.S.C. 254(h)(5)(A); 47 C.F.R. 54.520

Certifications to the FCC

A district that receives discounts for internet access and internal connections services under the federal universal service support mechanism for schools must make certifications in accordance with 47 C.F.R. 54.520(c) each funding year. A district that only receives discounts for telecommunications services is not subject to the certification requirements, but must indicate that it only receives discounts for telecommunications services. 47 C.F.R. 54.520(b)

With Respect to Minors

A certification under 47 U.S.C. 254(h)(5)(B) is a certification that the district is:

1. Enforcing a policy of internet safety for minors that includes monitoring their online activities and the operation of a technology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors;
2. Enforcing the operation of such technology protection measure during any use of such computers by minors; and
3. Educating minors, as part of its internet safety policy, about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

47 U.S.C. 254(h)(5)(B); 47 C.F.R. 54.520(c)(1)

With Respect to Adults

A certification under 47 U.S.C. 254(h)(5)(C) is a certification that the district is:

1. Enforcing a policy of internet safety that includes the operation of a technology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene or child pornography; and
2. Enforcing the operation of such technology protection measure during any use of such computers.

47 U.S.C. 254(h)(5)(C); 47 C.F.R. 54.520(c)(1)

Disabling for Adults

An administrator, supervisor, or other person authorized by the district may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. 47 U.S.C. 254(h)(5)(D)

Internet Safety Policy

A district shall adopt and implement an internet safety policy that addresses:

1. Access by minors to inappropriate matter on the internet and the World Wide Web;

2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including "hacking," and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
5. Measures designed to restrict minors' access to materials harmful to minors.

47 U.S.C. 254(l); 47 C.F.R. 54.520(c)(1)(ii)

Public Hearing

A district shall provide reasonable public notice and hold at least one public hearing or meeting to address the proposed internet safety policy. 47 U.S.C. 254(h)(5)(A)(iii), (l)(1)(B)

Inappropriate for Minors

A determination regarding what matter is inappropriate for minors shall be made by the board or designee. 47 U.S.C. 254(l)(2)

Noncompliance

A district that knowingly fails to submit required certifications shall not be eligible for discount services under the federal universal service support mechanism for schools until such certifications are submitted.

A district that knowingly fails to ensure the use of computers in accordance with the required certifications must reimburse any funds and discounts received under the federal universal service support mechanism for schools for the period in which there was noncompliance.

47 C.F.R. 54.520(d), (e); 47 U.S.C. 254(h)(5)(F)

ESEA Funding

No federal funds made available under Title IV, Part A of the ESEA for an elementary or secondary school that does not receive universal service discount rates may be used to purchase computers used to access the internet, or to pay for direct costs associated with accessing the internet unless a district:

1. Has in place a policy of internet safety for minors that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors; and enforces the operation of the technology protection measure during any use by minors of its computers with internet access; and
2. Has in place a policy of internet safety that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene or child pornography; and enforces the operation of the technology protection measure during any use of its computers with internet access.

An administrator, supervisor, or other person authorized by the district may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Certification to U.S. Department of Education

A district shall certify its compliance with these requirements during each annual program application cycle under the ESEA.

20 U.S.C. 7131

Uniform Electronic Transactions Act (UETA)

The UETA (Business and Commerce Code Chapter 322) applies to electronic records and electronic signatures relating to a transaction. Business and Commerce Code 322.003(a)

The UETA applies only to transactions between parties each of which has agreed to conduct transactions by electronic means. The UETA does not require a record or signature to be created, generated, sent, communicated, received, stored, or otherwise processed or used by electronic means or in electronic form. A party that agrees to conduct a transaction by electronic means may refuse to conduct other transactions by electronic means. This right may not be waived by agreement. Business and Commerce Code 322.005(a)–(c)

Except as otherwise provided in Business and Commerce Code 322.012(f), the UETA does not require a district to use or permit the use of electronic records or electronic signatures. Business and Commerce Code 322.017(c)

Records Retention

If a law requires that a record be retained, the requirement is satisfied by retaining an electronic record of the information in the record which:

1. Accurately reflects the information set forth in the record after it was first generated in its final form as an electronic record or otherwise; and
2. Remains accessible for later reference.

A record retained as an electronic record in accordance with the provisions above satisfies a law requiring a person to retain a record for evidentiary, audit, or like purposes, unless a law enacted after January 1, 2002, specifically prohibits the use of an electronic record for the specified purpose.

Business and Commerce Code 322.012(a), (f)

[For more information on records management, see CPC.]

Definitions

"Electronic record" means a record created, generated, sent, communicated, received, or stored by electronic means.

"Electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Transaction" means an action or set of actions occurring between two or more persons relating to the conduct of business, commercial, or governmental affairs.

Business and Commerce Code 322.002(7), (8), (15)

Digital Signature

A digital signature may be used to authenticate a written electronic communication sent to a district if it complies with rules adopted by the board. Before adopting the rules, the board shall consider the rules adopted by the Department of Information Resources (DIR) and, to the extent possible and practicable, make the board's rules consistent with DIR rules. Gov't Code 2054.060(b) [See 1 Administrative Code Chapter 203 for DIR rules related to management of electronic transactions and signed records.]

"Digital signature" means an electronic identifier intended by the person using it to have the same force and effect as the use of a manual signature. Gov't Code 2054.060(e)(1)

Interception of Communications

For information on the unlawful interception, use, or disclosure of communications, see the Electronic Communications Privacy Act (18 USC 2510–2523 [federal wiretap act] and 2701–2713 [Stored Communications Act]) and Penal Code 16.02 (state wiretap law) and 16.04 (Unlawful Access to Stored Communications).

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***Note:*For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.**

For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.

Availability of Access

Access to the District's technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited Personal Use

Limited personal use of the District's technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's technology resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Use by Members of the Public

Access to the District's technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's technology resources.

Acceptable Use

The Superintendent shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Internet Safety

The Superintendent shall develop and implement an internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;

4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

Filtering

Each District computer with internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent.

The Superintendent shall enforce the use of such filtering devices. Upon approval from the Superintendent, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet.

Record Retention

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

Electronically Signed Documents

At the District's discretion, the District may make certain transactions available online, including student admissions documents, student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.

STAFF DEVELOPMENT

DMA — Professional Development: Required Staff Development

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Staff Development

Educator

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

Principal

The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

Education Code 21.451(a), (a-1)

Professional Development Policy

A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:

1. Be guided by the recommendations for training in the clearinghouse;
2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
3. Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.

Education Code 21.4515(a), (b)

Requirements for Training

In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:

1. Incorporates proactive instructional planning techniques using a framework that:
    a. Provides flexibility in the ways:
        1. Information is presented;
        2. Students respond or demonstrate knowledge and skills; and
        3. Students are engaged;
    b. Reduces barriers in instruction;
    c. Provides appropriate accommodations, supports, and challenges; and
    d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Education Code 21.451(a-2), (b), (c)

Optional Training

Staff development may include training in:

1. Technology and digital learning; and
2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(d)(1), (d-3), (g)

Required Training

Staff development must include training on:

1. Suicide prevention;
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and
3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

Education Code 21.451(d)(3), (d-1)

Instruction of Students with Disabilities

Definition

"Student with a disability" means a student who is:

1. Eligible to participate in a school district's special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

Education Code 21.001(4)

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)–(f)

Suicide Prevention

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by the Texas Education Agency (TEA) and is offered online. Education Code 21.451(d-2); 19 TAC 153.1013(d)

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

Education Code 38.351(e), (g), (h); 19 TAC 153.1013

Staff Development Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. Education Code 21.453(c)

Child Abuse, Trafficking, and Maltreatment

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

Education Code 38.0041(c)–(f); 19 TAC 61.1051(d)

Trauma-Informed Care

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A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] Education Code 38.036(c)

Student Discipline

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

Test Administration Training

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. Education Code 39.0304(a), (b-1), (b-2)

Cybersecurity Training

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] Gov't Code 2054.5191(a-1); Education Code 11.175(g)

Special Programs Training

Teacher Literacy Achievement Academies (Reading Academies)

A district shall ensure that:

1. Not later than the 2022–23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and

2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022–23 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards.]

Gifted and Talented Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. Education Code 28.011(f)

Texas English Language Proficiency Assessment System Training

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. Education Code 21.4571(b), (c)

Automated External Defibrillators

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

Extracurricular Activity Safety Training

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and
2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
    a. Emergency action planning;
    b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
    c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

Education Code 33.202(b), (c); 19 TAC 76.1003

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

Seizure Recognition and Related First Aid

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

Education Code 38.033(a), (b)

[See FFAF for information about a seizure management and treatment plan.]

MIDLOTHIAN ISD

DMA(LEGAL)-P

UPDATE 119

DATE ISSUED: 6/13/2023

DMA — Professional Development: Required Staff Development

Legal Framework

Local Policy

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

MIDLOTHIAN ISD

DMA(LOCAL)-A

UPDATE 119

DATE ISSUED: 6/13/2022

CAREER AND TECHNOLOGY

EHBF — Special Programs: Career and Technical Education

Legal Framework

In accordance with Education Code 28.010 [see EHDD], a district shall notify the parent of each student enrolled in grade 9 or above of the availability of career and technology education programs or other work-based education programs. Education Code 28.010(a)(1)(B)

Career and Technology Program

Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level. Education Code 29.181.

The board may conduct and supervise career and technology classes and other educational programs for students and for other persons of all ages and spend local maintenance funds for the cost of those classes and programs. In developing a career and technology program, the board shall consider the state plan for career and technology education. Education Code 29.183 [See EEL]

Distinguished Achievement in Career and Technology Education

The board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum [see EHAA] and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards;
2. Obtain from a district an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award.

An award granted under this section is not in lieu of a diploma or certificate of coursework completion. [See EI]

In developing the program, the board shall consider the state plan for career and technology education. The board must submit the proposed program to the commissioner of education in accordance with criteria established by the commissioner.

Contracts with Other Entities

The board may contract with an entity listed in Education Code 29.184(a) [see EEL] for assistance in developing the program or providing instruction to district students participating in the program. The board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area.

Education Code 29.187

Insurance

The board may provide insurance to protect a business that contracts with a district under this provision. [See CRB] Education Code 29.191

Applicability

The following provisions apply only to districts receiving federal career and technical education funds. 19 TAC 75.1021

Federal CTE Funding

An eligible secondary entity seeking financial assistance under the Carl D. Perkins Act of 2006 shall submit a local plan to the Texas Education Agency (TEA) as described in 20 U.S.C. 2354, in accordance with requirements establish by TEA. Each eligible recipient that receives funding under the Carl D. Perkins Act of 2006 shall use the funds to improve career and technical education programs in compliance with 20 U.S.C. 2355. 19 TAC 75.1022

For information regarding federal career and technical funds under the "Strengthening Career and Technical Education for the 21st Century Act" (the reauthorization of the Carl D. Perkins Act of 2006), see 20 U.S.C. 2301 et seq.

Program Evaluation

A district shall annually evaluate its career and technical education programs. 19 TAC 75.1025

Special Populations

Members of special populations shall be provided career and technical services in accordance with all applicable federal and state laws, regulations, and rules. 19 TAC 75.1023(a)

Definition

For purposes of this section, a "member of a special population" includes:

1. An individual with a disability [see EHBAB];
2. An individual from an economically disadvantaged family, including low-income youth and adults;
3. An individual preparing for nontraditional fields;
4. A single parent, including a single pregnant woman;
5. An out-of-workforce individual;
6. An English learner;
7. A homeless individual described in Section 725 of the McKinney-Vento Homeless Assistance Act;
8. Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who is a member of the armed forces and is on active duty.

20 U.S.C. 2302(29)

Students with Disabilities

A student with a disability shall be provided career and technical education in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (IDEA) of 2004 and its implementing regulations, state statutes, and rules of the SBOE and the commissioner.

A student with a disability shall be instructed in accordance with the student's individualized education program (IEP), in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student with a disability is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities (CTED). [See EHBA]

A student with a disability identified in accordance with IDEA of 2004 is an eligible participant in career and technical education when the following requirements are met:

1. The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in career and technical education program;
2. Planning for the student shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses;
3. A district shall monitor to determine if the instruction being provided a student with a disability in career and technical education classes is consistent with the student's IEP;
4. A district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
5. A district shall help fulfill the transitional service requirements of the IDEA of 2004 and implementing regulations, state statutes, and rules of the commissioner for each student with a disability who is completing a coherent sequence of career and technical education courses; and
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the individual transition plan, the IEP, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004 and its implementing regulations.

19 TAC 75.1023

Student Organizations

A district may use federal career and technical education funds to provide opportunities for student participation in approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. A student shall not, however, be required to join a career and technical student organization. Student participation in career and technical student organizations shall be governed in accordance with 19 Administrative Code Chapter 76 (extracurricular activities).

The following career and technical student organizations are recognized by the U.S. Department of Education and TEA:

1. Business Professionals of America (BPA);
2. DECA;
3. Future Business Leaders of America (FBLA);
4. FFA;
5. Family, Career, and Community Leaders of America (FCCLA);
6. Health Occupations Students of America (HOSA);
7. Technology Student Association (TSA); and
8. SkillsUSA.

19 TAC 75.1024 [See FM]

Certification Subsidy

A student is entitled to a subsidy for a certification exam if:

1. The student:
    a. Successfully completes the career and technology program of a school district in which the student receives training and instruction for employment; or
    b. Is enrolled in a special education program under Education Code Chapter 29, Subchapter A; and
2. The student passes a certification examination to qualify for a license or certificate that is an industry certification for purposes of state accountability [see AIA], administered while the student is enrolled in a school district.

A student may not receive more than one subsidy under Education Code 29.190.

To obtain reimbursement for a subsidy paid under this provision, a district must pay the fee for the examination and submit to the commissioner a written application on a form prescribed by the commissioner stating the amount of the fee paid for the certification examination.

Education Code 29.190

A district is entitled to reimbursement for the amount of a subsidy paid by the district for a student's certification examination under these provisions. Education Code 48.156

DISCIPLINE MANAGEMENT

FNC — Student Rights and Responsibilities: Student Conduct

Table of Contents

Discipline Management Program

Each school district shall adopt and implement a discipline management program to be included in the district improvement plan under Education Code 11.252. [See BQ] The program must provide for prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles. Education Code 37.083(a)

MIDLOTHIAN ISD

FNC(LEGAL)-P

UPDATE 95

DATE ISSUED: 9/24/2012

LAW ENFORCEMENT DUTIES

MISD Law Enforcement Duties

202

2023-2024 SRO Duties and Responsibilities

The duties of the Police Officers referenced in Section I(A) above shall include, but are not limited to, the following activities:

1. Protecting the safety and welfare of any person within the jurisdiction of the officer, and protecting the property of the District, as required by Texas Education Code §37.08l(d);
2. Patrolling school property during and after school hours;
3. Answering calls for assistance from school officials;
4. Making reports on all criminal activities and filing of cases with the proper authorities;
5. Answering calls and facilitating dispute resolution between schools, schools and school authorities, parents and school authorities, or any other agreed upon disputes;
6. Answering alarms;
7. Answering calls for assistance with custody disputes;
8. Eating with the schools several times each month in order to give the schools the chance to know the officer as a friend and not someone to distrust;
9. Meeting with the school council, or other similar groups, whenever possible;
10. Assist with District Attendance Officer; Assist with home visits for verification of residency.
11. Providing testimony in school discipline conferences and hearings, as requested by the District; SRO Agreement, 2023-24 6/14/2023
12. Facilitating and maintaining good relations between the District and other law enforcement units and officers;
13. Providing traffic control and direction (flat rate $55.00/hour) at locations and during times specified by the District;
14. Provide police and supervisory duties as requested by the District, and as authorized in the discretion of the Chief of Police;
15. Provide a positive image of law enforcement to students, parents and the community
16. Thoroughly familiar with laws relating to juveniles.

17. Serve as a resource to faculty and parents in developing workshops on violence prevention, drug awareness, gang involvement, gun safety, school safety, substance abuse, school safety, and other public safety topics as appropriate.
18. Be familiar with the school's crisis response plan and assist with crisis response drills;
19. Submit appropriate police department documents regarding incidents requiring documentation; and
20. Review student records as legally appropriate, understanding that these records are confidential and law enforcement-sensitive and cannot be shared with unauthorized persons.

The District recognizes that the assigned peace officers are classified as non-exempt employees. Any work that occurs within the work day that exceeds 8 hours is subjected to over- time pay at the rate of time and a half and the District shall be responsible for the total compensation for any time worked that is requested by the District and is considered over time. Peace officers shall seek prior written approval from their supervisor prior to working overtime hours.

D. In carrying out the above duties, the Police Officers shall at all times endeavor to:

1. Respect the confidentiality of school and education records, and shall seek access to such records only in accordance with the requirements of the Family Education Rights and Privacy Act, 20 U.S.C. §1232g; and
2. Interview and question students while at school or school related events in accordance with the following guidelines:
    a. Reasonable efforts shall be made to notify the parents or other person having lawful control of the school, unless there is a valid objection to such notification;
    b. The principal or a designee shall be present during the questioning or interview, unless there is a valid objection to a third Party's presence.

Baxter Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high-quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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Data Used for District Comprehensive Needs Assessment

Midlothian Balanced Scorecard Priorities

- Priority 1: Student Success
- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Baxter Elementary School are:

Student Data:

Grade Level Breakdown:

588 Students

- *7 EE Grade Students:*
- *18 PK Grade Students:*
- *96 Kinder Grade Students:*
- *96 1st Grade Students*
- *98 2nd Grade Students*
- *92 3rd Grade Students*
- *103 4th Grade Students*
- *78 5th Grade Students*

Ethnicity: (percents and number of students)

- *14% Hispanic (85 students)*
- *1% American Indian or Alaskan Native (5 students)*
- *1% Asian: (4 students)*
- *16% Black or African American: (96 Students)*
- *46%White: (268 students)*
- *22% Hispanic/Latino: (132 Students)*
- *5% 2 or More Races: (29 Students)*

Gender: (percents and number of students)

- *47% Female (276 Students)*
- *53% Male (312 Students)*

Special Populations: (percents and number of students)

- *4.6 % Gifted and Talented (27 Students)*
- *3% Emergent Bilingual (18 Students)*

- *40% Economically Disadvantaged (233 Students)*
- *19% Special Education (112 Students)*
- *12% At Risk (70 Students)*
- *6% 504 Services (34 students)*

2022-2023 Student Attendance Rate:

- 21-22 - 95.50% Attendance Rate
- 22-23 - 95.90% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 92.7%*
- *Hispanic: 2.5%*
- *Black or African American: 2.6%*

Teacher by Gender: (percents and number of students)

- *Female: 2%*
- *Male: 98%*
-

Teachers by Years of Experience: (percents and number of students)

- *Beginning Teachers: 2*
- *1-5 Years: 4*
- *6-10 Years:7*
- *11-20 Years: 21*
- *21-30 Years: 7*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

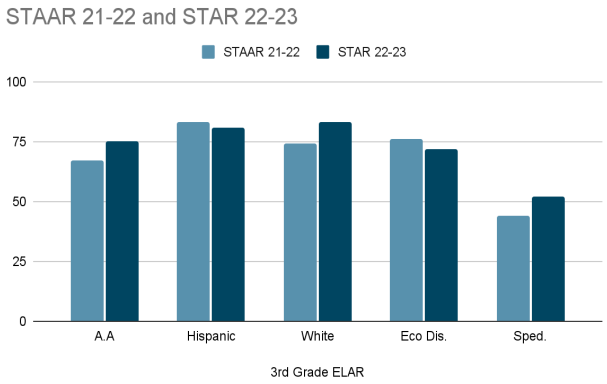
Discipline Action	Total Count
In School Suspension (ISS)	*58 Occurrences*
Out of School Suspension (OSS)	*1*
DAEP	*0*

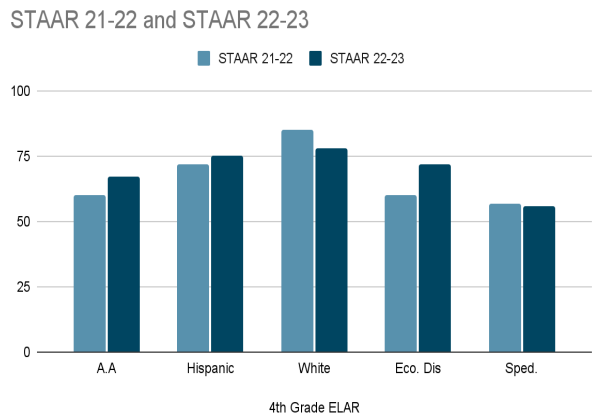
Demographics Strength

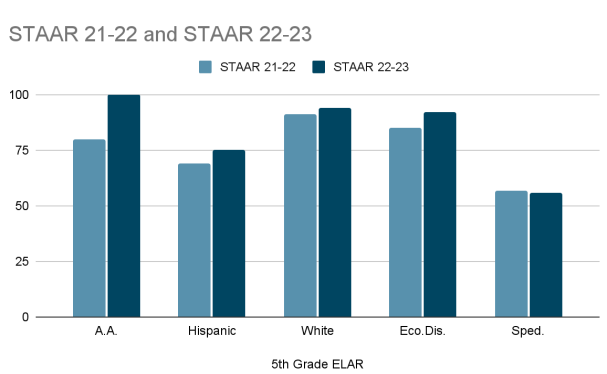
STAAR/End of Course Exam Data: (bar graph) (Use Closing the GAP Data (Star Steps)

ELAR: (Growth listed by sub-pops described above)

Demographics Strengths: *African American student group performance increase in all grade levels. Hispanic, white, Eco. Dis. increased in 5th grade.*

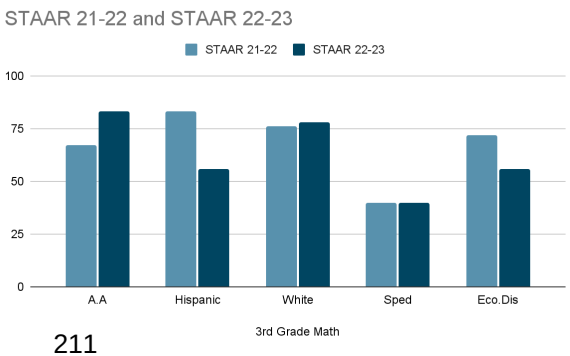


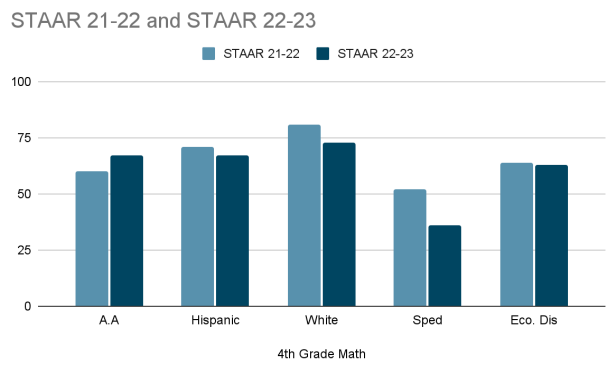


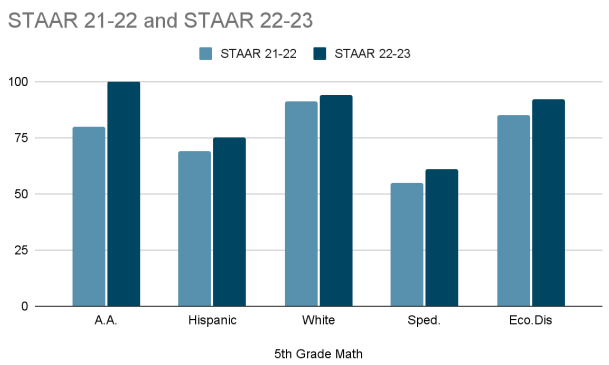


Math: (Growth listed by sub-pops described above)

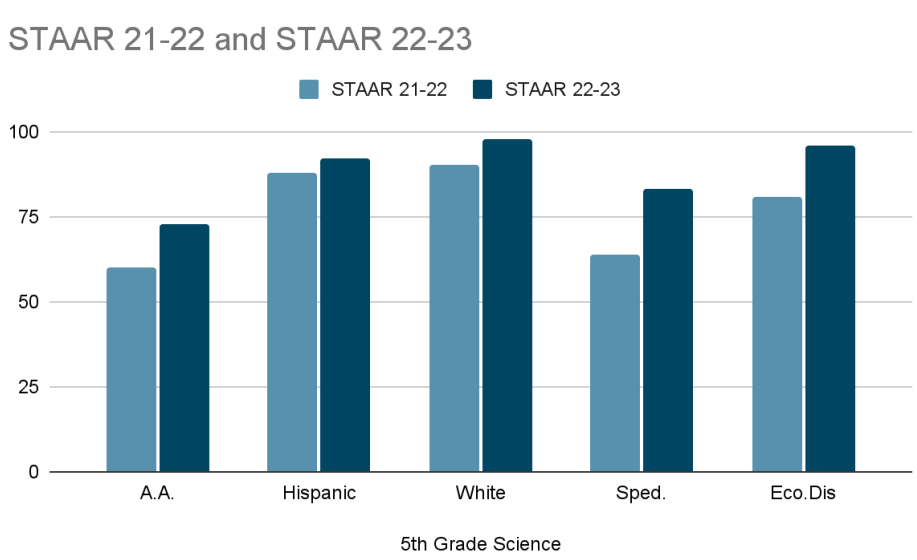
Demographics Strengths: *African American student group increase in performance for grades 3-5. All student groups increased in 5th grade math.*







Science: (Growth listed by sub-pops described above)



Demographic Strengths: All student groups increase performance percentages in STAAR Science. Eco. Dis had the greatest amount of increase.

Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math	8%	n/a	92%	n/a
	EOY Circle Math	2%	n/a	98%	n/a
Kinder	mClass Assessment Math BOY	13%	73%	14%	n/a
	mClass Assessment Math EOY	9%	40%	51%	n/a
1st Grade	mClass Assessment Math BOY	7%	66%	27%	n/a
	mClass Assessment Math EOY	14%	33%	63%	n/a
2nd Grade	Math MAP BOY	21%	79%	34%	9%
	Math MAP EOY	13%	87%	39%	8%
3rd Grade	Math MAP BOY	23%	77%	34%	13%
	Math MAP EOY	21%	70%	39%	16%
	STAAR 2022	27%	73%	42%	25%
	STAAR 2023	27%	73%	47%	17%
4th Grade	Math MAP BOY	30%	70%	42%	23%
	Math MAP EOY	32%	68%	39%	20%
	STAAR 2022	23%	77%	45%	29%
	STAAR 2023	29%	71%	50%	25%
5th Grade	Math MAP BOY	12%	88%	56%	22%
	Math MAP EOY	15%	85%	38%	18%
	STAAR 2022	12%	88%	54%	25%
	STAAR 2023	3%	97%	56%	31%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading	16%		84%	
	EOY Circle Reading	0%		100%	
Kinder	mClass Assessment Reading BOY	34%	22%	20%	24%
	mClass Assessment Reading EOY	16%	13%	39%	32%
1st Grade	mClass Assessment Reading BOY	16%	18%	36%	30%
	mClass Assessment Reading EOY	5%	7%	38%	50%
2nd Grade	Reading MAP BOY	25%	75%	45%	16%
	Reading MAP EOY	11%	89%	53%	18%
3rd Grade	Reading MAP BOY	16%	84%	49%	15%
	Reading MAP EOY	18%	82%	40%	20%
	STAAR 2022	25%	75%	45%	31%
	STAAR 2023	19%	81%	49%	10%
4th Grade	Reading MAP BOY	29%	71%	34%	19%
	Reading MAP EOY	24%	76%	40%	20%
	STAAR 2022	20%	80%	59%	33%
	STAAR 2023	24%	76%	39%	16%
5th Grade	Reading MAP BOY	13%	87%	47%	23%
	Reading MAP EOY	21%	79%	44%	25%
	STAAR 2022	13%	87%	65%	33%
	STAAR 2023	11%	89%	57%	28%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Baxter	2.26		Baxter	2.44		Baxter	3.91

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	17%	83%	41%	17%
	Science MAP EOY	13%	86%	49%	27%
	STAAR 2022	17%	83%	61%	31%
	STAAR 2023	14%	86%	52%	23%

Perceptions

Mission Statement:

Our mission is to provide quality education to each student by encouraging mutual respect and enthusiasm for learning in a safe and friendly environment that we call our "Circle of Friends".

Vision:

Our vision is to be a leading learning organization in student success and staff excellence.

Value Statement

Courage - Character - Commitment

One of us is not as strong as ALL of us!

Staff retention info:

21-22: 77% Retention Rate
22-23: 92% Retention Rate

Capturing Kids' Hearts Survey Data

Campus Summary: 2022-2023 CKH Premium Survey					
CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.9	3.3	3.9	4.5	4	3.9
NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline
4.1	4	4.1	4.5	4	4

Capturing Kids' Hearts (CKH) Implementation (Leader) - 2 Survey Response(s)

Campus Summary: 2022-2023 End of Year Survey					
CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
4.2	4.3	4.2	4.5	4	4.1
NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline
4.1	4	4.1	4.5	4	4

Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Curriculum and Instruction: PreK On My Way/Spanish, Wonders, Handwriting Without Tears, Number Corner, Zearn, Progress Learning, iReady, *Daily Problem Solving, Guided Math, Differentiated Centers, Hands on Standards Math Mini Lessons, Daily Math Fluency, STEMScopes Science, Studies Weekly, Heggerty Phonological Awareness, Phoneme/Grapheme Mapping book, Aero* *Assessment Programs: Acadiance, Zearn, Progress Learning,iReady, AMIRA*
Tests:	CIRCLE (PK) mClass Assessment, MAP, STAAR
District Resources:	TRS, DIGS, Wonders, Hand2Mind, Stemscopes, Social Studies Weekly
Program Support Services	All City Choir, Media Team, Math Pentathlon, Rowdy Runners, Destination Imagination, PALS, REACH Council, GT Challenge Lab, Boy Scouts

School Processes & Programs Strengths

Focused systematic plan to improve student growth and scores with personnel to help support the process. Additional scheduled purposeful planning time, vertically aligned process for teams, and instructional strong leadership team. Other Processes include Mentor Teachers, Scheduled Intervention (WIN Time), PLC, iCoach support, Calibration Walks, and Peer Observations.

<u>MTSS (addresses student achievement and maximizing instructional time)</u>

- We have two interventionists who have aligned intervention practices with district expectations and interventionists in the district
- Interventionists are working with teachers to provide resources for RTI
- Protected WIN " What I Need" (intervention) that allows teachers time to pull intervention groups as well as campus interventionist time to pull students to limit missed instructional time

<u>PLCs (focused plan to improve student achievement/growth)</u>

- The District has provided days for campus PLCs (Pink Days)
- Campus admin has responded by organizing data and providing time to plan, align and organizing grade level PLCs with the campus iCoach to address TEKS and plans for closing gaps

<u>Campus Committees and Leadership Teams</u>

- Team Leads
- Vertical Alignment Teams
- Capturing Kids' Hearts Process Champions

All items stated above factor into the success of student belonging, academic achievement, and staff climate/culture.

Priority 1: Student Success

District Performance Objective 1.2	*All Students Exhibit Yearly Growth in Core Areas*
Key Strategic Action(s)	*Provide data driven, research -based practices in Tier 1 instruction in all content areas.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Team planning with teachers and instructional support team. Implementation of district resources as outlined on the MISD Resource Matrix Weekly review and feedback provided on lesson plans	Principal, Assistant Principal, iCoach. Teachers, iCoach, Assistant Principal	Increased alignment amongst grade level teams. Lessons will have an increase in rigor. Lesson plans will reflect improved instructional alignment and increased use of district resources. 95% of lesson plans will include district resources as listed on MISD Resource Matrix. Increase of 5 percentage points in Accomplished or Higher in each planning and instruction domain.				
Implementation of Empowering Writers in grades 3-5. Collaboration with district RLA Coordinators. Calibration walks with campus admin and district RLA Coordinators.	Teachers, iCoach, District RLA Coordinator	STAAR grades 3-5 writing scores will be at or above district average.				
Pilot Stemscopes mathematics program in grade 3. Collaboration with district Math Coordinators Calibration walks with a focus in Stemscopes math Professional development	Teachers, iCoach, District Math Coordinator	STAAR 3rd grade math scores will be at or above the district average.				

District Performance Objective 1.3 C	Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching
Key Strategic Action(s)	Enhance student learning through innovative instructional practices and tools.

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Professional development on Multi-Tiered System of Supports (MTSS). Establish progress monitoring check points with teachers and Instructional Support Team.	Teachers, Principal, Assistant Principal, Title 1 Interventionist	100% of instructional staff will receive training on the MTSS model Students will improve student achievement by participating in tutoring and intervention provided by Title 1 funded positions				YES
Teachers will participate in professional development on the Co-Teach Model Implementation of the Co-Teach model in grades 4 and 5.	Teachers, Principal, Assist. Principal, Sped. Team	100% of teachers and staff members participating in the Co-Teach model will receive training to effectively implement Co-Teach practices. Special Education Student Group in grades 4 and 5 will have a 5% increase in STAAR reading and math by 23-24 school year.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1	*Systematic Management of Individual Talent*
Key Strategic Action(s)	*Support employees throughout onboarding and other employment transitions within MISD*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers new to the district will be assigned a district and campus mentor teacher to support the transition to Midlothian ISD.	Campus Administrators, Mentor Teachers	Grow staff retention rate from 92% in the 22/23 school year to 98% in the 23-24 school year				
Teachers new to the campus will attend one on one meetings with campus administration 3 times a year (BOY,MOY, EOY.	Campus Administration, Teachers	Grow staff retention rate from 92% in the 22/23 school year to 98% in the 23-24 school year				

District Performance Objective 2.2	Systematic Management of Individual Talent
Key Strategic Action(s)	Establish systems of support and development opportunities for all staff aligned to their estimated potential

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Build capacity by providing opportunities for campus staff to lead professional development at the campus and district level.	Campus Administration, Teachers	The number of instructional staff leading professional development will increase from 12% in 22-23 to 20% in 23/24.				

Campus Instructional Support Team will provide professional development, modeled lessons, and individual coaching to teachers based on specific areas of needed growth.	Campus Administration, Teachers	85% of instructional staff will score at proficient or higher on all indicators within Domain 2- Instruction on T-TESS				

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Priority 3: Culture, Climate, and Safety						
District Performance Objective 3.2 C		*Strive to be a Listening and Learning Organization Aligned with Stakeholder Engagement*				
Key Strategic Action(s)		*Provide Opportunities for parent and community engagement*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Title 1: Partnership with Family Involvement Program • Bring your Father's to School Day • Math/Science Nights • Refreshments provided for Title 1 Events to encourage attendance. Partnership with the YMCA after-school program	Campus Admin. Teachers Counselor	Increase the opportunity for positive parent involvement on campus before and after school by 10%. Establish a baseline for the number of Title 1 parental involvement opportunities				YES
Partnership with the YMCA after-school	Principals, APs	Alignment of campus and community student goals. Collaboration on enrichment activities that go beyond the school day (Gardening, Robotics, Interventions, and Enrichment)				
By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.9% to 96% for the 23-24 school year.				

District Performance Objective 3.1	Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being
Key Strategic Action(s)	3.1c. Foster a culture of belonging among students and staff

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers and Staff will empower students to be effective leaders using the Capturing Kids' Heart Framework	Teachers, Campus Admin,Counselor, Capturing Kids' Hearts Cohort leaders	Increase EOY 22-23 Capturing Kids' Hearts Student Survey student EOY survey 3.5 to baseline of 4.5 in 23-24 school year				
Campus Administration and Capturing Kids' Hearts Process Champions will empower teachers to effectively use Capturing Kids' Hearts resources by providing demonstration lessons and activities that are applicable to all grade levels.	Teachers, Campus Admin, Counselor, Capturing Kids' Hearts Co-Hort leaders	Increase Capturing Kids' Hearts Average Implementation Score from a 4.1 in 22-23 to a 5.0 in 23/24 school year.				

Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*				
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*					
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

State Compensatory Funds-Title 1

Personnel for Baxter Elementary School		
Name	Position	FTE
Erica Syverson	Title 1 Interventionist	1

2023-2024 Site- Based Decision Making Team		
Committee Role	**Name**	**Position**
Administrator	Trina Silmon	Principal
Administrator	Shanna Malone	Assistant Principal
Counselor	Brenda Masters	Counselor
District Rep	Jennifer Reed	Math Coordinator
Classroom Teacher	Lindsay Bass	PE
Classroom Teacher	Bethany Kisner	2nd grade
Classroom Teacher	LaTisha Ware	Sped.
Classroom Teacher	Melissa Smith	Kinder
Classroom Teacher	Amy Brouwer	ECSE
Classroom Teacher	Christy Thorman	2nd grade
Classroom Teacher	Lynne Gubichuk	Librarian
Classroom Teacher	Joshua Carpenter	5th grade
Classroom Teacher	Jennifer Vlach	Dyslexia

Classroom Teacher	Sarah Claunch	3rd grade
Classroom Teacher	Meagan Hunter	4th grade
Parent Representative	Timothy Fitten	Parent
Parent Representative	Mary Dvorak	Parent
Parent Representative	Elizabeth Easley	Parent
Community Representative	Rhonda Bylar	Community
Business Representative	Candi Wann	Business Representative

Jean Coleman Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

The Demographics of Jean Coleman Elementary are:

Student Data

Grade Level Breakdown:

- *25 Early Elementary Students*
- *23 Pre-K Students*
- *87 Kindergarten Students*
- *109 1st Grade Students*
- *95 2nd Grade Students*
- *109 3rd Grade Students*
- *85 4th Grade Students*
- *103 5th Grade Students*

Ethnicity: (percent and number of students)

- *0% American Indian or Alaskan Native (2 students)*
- *0% Asian (5 students)*
- *21% Black or African American (136 students)*
- *52% White (330 students)*
- *18% Hispanic/Latino (117 students)*
- *6% 2 or More Races (40 students)*

Gender: (percent and number of students)

- *Female: 50% (315 students)*
- *Male: 50% (315 students)*

Special Populations: (percent and number of students)

- *Gifted and Talented: 4% (24 students)*
- *Emergent Bilingual: 3% (22 students) Emergent Bilingual Monitor (1 student)*
- *Economically Disadvantaged: 20% (127 students)*
- *Special Education: 18% (116 students)*

- *At Risk: 7% (47 students)*
- *504 Services: 6% (41 students)*

2022-2023 Student Attendance Rate:
95% Attendance Rate

Teacher Demographics:

Teacher Ethnicity:
- *White: 90.2%*
- *Hispanic: 7.5%*
- *Black or African American: 2.6%*

Teacher by Gender: (percents and number of students)
- *Female: 98%*
- *Male: 2%*

Teachers by Years of Experience: (percents and number of students)
- *Beginning Teachers: 1*
- *1-5 Years: 5*
- *6-10 Years: 14*
- *11-20 Years: 18*
- *21-30 Years: 3*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	*19*
Out of School Suspension (OSS)	*2*
DAEP	*0*

Demographics Strengths at JCE

STAAR Data Overview: Based on our STAAR results in 2023, Coleman's overall scores are a direct result of our commitment to academic excellence . In the below data, you will see highlights of different JCE populations and their strengths. Here at Jean Coleman Elementary, we are extremely proud of our student's hard work and their accomplishments in all academic areas.

ELAR		
3rd	*4th*	*5th*
★ SPED 22% Mastered ★ Eco Dis- 86% Passed ★ Hispanic- 83% Passed	★ African American- 100% Passed ★ African American- 47% Mastered ★ Eco Dis- 86% Passed ★ Hispanic- 24% Mastered ★ SPED- 75% Passed ★ Grade Level- 91% Passed ★ Grade Level- 40% Mastered	★ African American- 100% Passed ★ African American- 47% Mastered ★ Hispanic- 83% Passed ★ Hispanic- 33% Mastered ★ Eco Dis- 88% Passed ★ Eco Dis- 24% Mastered ★ Grade Level- 40% Mastered

Math		
3rd	*4th*	*5th*
★ Hispanic- 17% Mastered ★ African American- Highest performing Sub. Pop with 82% passing 237	★ African American- 95% Passed ★ African American- 84% Met ★ African American- 21% Mastered ★ Bilingual- 70% Passed ★ Grade Level- 32% Mastered	★ African American- 93% Passed ★ Hispanic- 92% Mastered ★ Eco Dis- 88% Passed ★ Grade Level- 91% Passed

5th Science
★ African American- 67% Meets ★ African American- 20% Mastered ★ Eco Dis- 82% Passed ★ Eco Dis- 59% Met

Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math				
	EOY Circle Math				
Kinder	mClass Assessment Math BOY	5%	73%	22%	
	mClass Assessment Math EOY	3%	23%	74%	
1st Grade	mClass Assessment Math BOY	13%	58%	29%	
	mClass Assessment Math EOY	8%	28%	64%	
2nd Grade	Math MAP BOY	34%	66%	21%	4%
	Math MAP EOY	30%	70%	33%	8%
3rd Grade	Math MAP BOY	27%	73%	22%	4%
	Math MAP EOY	22%	78%	45%	11%
	STAAR 2022				
	STAAR 2023	25%	75%	45%	18%
4th Grade	Math MAP BOY	18%	82%	54%	22%
	Math MAP EOY	11%	89%	53%	22%
	STAAR 2022				
	STAAR 2023	11%	89%	75%	32%
5th Grade	Math MAP BOY	5%	95%	56%	25%
	Math MAP EOY	9%	91%	50%	14%
	STAAR 2022				
239	STAAR 2023	9%	91%	59%	17%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading				
	EOY Circle Reading				
Kinder	mClass Assessment Reading BOY	27%	21%	23%	29%
	mClass Assessment Reading EOY	5%	10%	43%	46%
1st Grade	mClass Assessment Reading BOY	20%	23%	32%	25%
	mClass Assessment Reading EOY	7%	8%	33%	52%
2nd Grade	Reading MAP BOY	44%	56%	26%	10%
	Reading MAP EOY	27%	73%	35%	14%
3rd Grade	Reading MAP BOY	31%	69%	25%	10%
	Reading MAP EOY	18%	82%	46%	22%
	STAAR 2022				
	STAAR 2023	18%	82%	65%	21%
4th Grade	Reading MAP BOY	14%	86%	55%	23%
	Reading MAP EOY	12%	88%	53%	30%
	STAAR 2022				
	STAAR 2023	9%	91%	63%	40%
5th Grade	Reading MAP BOY	11%	89%	48%	23%
	Reading MAP EOY	8%	92%	56%	33%
	STAAR 2022				
240	STAAR 2023	11%	89%	81%	39%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Coleman	3.23		Coleman	4.16		Coleman	5.53

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	17%	83%	37%	10%
	Science MAP EOY	16%	84%	49%	22%
	STAAR 2022				
	STAAR 2023	25%	75%	44%	21%

Perceptions

Mission Statement:
At Jean Coleman Elementary, we nurture and support each child's unique qualities to develop confident, resilient, and contributing members of the global community.

Vision Statement:
Building a campus community that inspires confident lifelong learners.

Statement of Purpose:
JCE Strong: where we inspire Joyful scholars, build a positive campus Community, and put forth maximum Effort.

Motto:
We are JCE STRONG

Staff retention:
22-23: 96.5% Retention Rate

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
4.1	4.6	4	4.8	4.1	4.3
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
4.3	4.9	4.3	4.9	4.3	4.4
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, ESGI, Amira, Acadiance, On my Way, Haggerty, Number Corners, Daily Problem Solving, Stemscopes (Science and Math), Daily Math Fluency, FlyLeaf, AERO
Tests:	mClass Assessment, MAP, STAAR
District Resources:	TRS, DIGS, Wonders, Hand2Mind, Stemscopes, Social Studies Weekly
Program Support Services (Extracurricular Activities, After School programs etc.)	All City Choir, Media Crew, Honor Council, DI, Math Pentathlon, Running Club, PALS, REACH Council, Boy Scouts, Challenge Lab, Mentor Teachers, Daily WIN times, PLCs, Weekly Wednesday afternoon meetings (TEAM Leads, Vertical Planning, Committees, Staff), District Pink Days, PTO events, Capturing Kids' Hearts, iCoach Support
School Processes & Programs Strengths	
All programs and activities listed focus on student achievement, student belonging and staff/student culture. Through the integration of these programs, students are challenged, given leadership opportunities, new experiences, and fostering positive relationships with peers and adults.	

Priority 1: Student Success

District Performance Objective 1.2	*All students exhibit yearly growth in core areas.*
Key Strategic Action(s)	*Annually increase the percentage of students reading at or above grade level by grade 3.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Through Tier 1 Instruction, teachers will continue implementing the Science of Teaching Reading Practices to meet the individual needs of each learner in their classrooms with the use of district resources, small group instruction, intentional targeted instruction, and student goal setting.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	mClass Assessment Reading Expected Results: The percentage of Kindergarten students that score on level or above in mClass Assessment Assessment-Reading BOY will increase from 56% to 70% EOY. The percentage of 1st-grade students that score on level or above in mClass Assessment Reading BOY will increase from 62% to 75% EOY. The percentage of 2nd-grade students that score on level or above in mClass Assessment Reading BOY will increase from 69% to 80% EOY.				
Teachers will collaborate in data meetings and PLCs regularly analyzing mClass Assessment data to develop targeted instruction plans for the needs of their learners. Lesson plans detail targeted instruction plans that follow the district scope and sequence using district-approved resources.	Teachers, iCoach, and Administrative Staff	90% of teacher's lesson plans will reflect district approved resources and high yield strategies.				

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District Performance Objective 1.2		*All students exhibit yearly growth in core areas.*				
Key Strategic Action(s)		*Provide data-driven, research-based practices in Tier 1 instruction in math.*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Through Tier 1 Instruction, teachers will continue utilizing the district's Math Framework to create and develop targeted instruction based on the individual needs of students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	mClass Assessment Math: By 2024, the number of Kindergarten students performing at Meets Grade Level or Above in Math on mClass Assessment will increase BOY 18% to EOY 70% By 2024, the number of First grade students performing at Meets Grade Level or Above in Math on mClass Assessment will increase BOY 37% to EOY 70% By 2024, the number of 2nd-grade students performing at Meets Grade Level or Above in Math on MAP will increase BOY 27% to EOY 60%. By 2024, the number of 3rd-grade students performing at Meets Grade Level or Above in Math on MAP will increase BOY 44% to EOY 60%. By 2024, the number of 4th-grade students performing at Meets Grade				

<table>
<tr><td></td><td></td><td>Level or Above in Math on MAP will increase BOY 37% to EOY 55%.

By 2024, the number of 5th-grade students performing at Meets Grade Level or Above in Math on MAP will increase BOY 69% to EOY 80%</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Teachers will cultivate effective lessons that are aligned to the specificity and rigor of the standard through the use of Lead4Wrd research-based practices, Hand2Mind curriculum and STEMscopes Math.</td><td>Teachers, iCoach, Administrative Staff, Curriculum Coordinators</td><td>Math STAAR:
Listed below are the Spring STAAR Math passing scores and our goals for the 2023-2024 school year.
<table><tr><td>2023 STAAR Math</td><td>2024 STAAR Goal</td></tr><tr><td>3rd: 75%</td><td>3rd: 85%</td></tr><tr><td>4th: 89%</td><td>4th: 90%</td></tr><tr><td>5th: 91%</td><td>5th: 93%</td></tr></table></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Teachers will participate in professional development on the Co-Teach Model Implementation of the Co-Teach model</td><td>Teachers, iCoach, Administrative Staff, Curriculum Coordinators</td><td>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 28% from 2023 to 33%.

By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 28% from 2023 to 33%.</td><td></td><td></td><td></td><td></td></tr>
</table>

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1	***Systematic Management of Individual Talent***
Key Strategic Action(s)	*Develop and implement a talent pipeline that retains and incentivizes the highest quality staff to ensure student success.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
New teachers will participate in a mentor program with campus administrative team and mentor teachers. Mentor teachers utilize time built into their weekly schedule that pushes into new teachers' classrooms to provide support with instructional strategies, classroom management, schoolwide initiatives and district wide initiatives.	Administrative team, Mentor Teacher, iCoach	90% of new teacher's lessons plans will reflect district approved resources and high yield strategies, as well as:: • An increase in rigored instruction • Effective use of district curriculum • Open line of communication where new teachers are not afraid to ask questions and take risks				
Through purposeful and intentional planning, the administrative team will hold monthly meetings "Coleman Conversations" that will support new teaching staff that will ensure new teacher retention and student success. The administrative team and iCoach will have monthly meetings with new teachers to the profession and new teachers to Coleman that will allow for conversations that will help with a sense of belonging and support.	Administrative team, Mentor Teacher, iCoach	Retain 90% of staff at JCE				

District Performance Objective 2.3	*Development of a high-performing organizational system.*
Key Strategic Action(s)	*Organize systems for all job groups that provide growth opportunities and pathways for internal advancement within MISD.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus staff will facilitate collaborative professional development sessions through a variety of committee meetings to meet the varied needs of learners, learn from each other, gain diverse perspectives, and develop creative ideas to inspire excellence at JCE with our students, staff, and community.	Administrative team, Mentor Teacher, iCoach, Counselor	The number of professional staff leading professional development/professional Learning Community/PLCs/Staff Meetings/Pink Days/Vertical meetings will increase from the 22-23 baseline of 9% to the 23-24 target of 30%.				
Staff will be guided through a campus wide book study about how to prevent roadblocks to risk factors. Book Title: "You Can Get in the Way". Discuss highlights of the book during monthly PLCs and Staff Meetings using Canvas as a platform for sharing and learning. Discussion Points: • School Accountability and Achievement Gap • The Role of Resilience in Overcoming Obstacles	Administrative team, Mentor Teacher, iCoach, Counselor	During T-TESS walkthroughs, administrators will be looking for Key Elements of Effective Instruction with a utilization rate of 80%. Data will be tracked through a shared Google Form.				

• Positive Actions that Can Reduce the Impact of Adversity • The Long-Term Power of Relationships • Developing a Collaborative Action Plan						

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Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1	*Commit to MISD cultural tenets in a way that ensures staff and student well-being.*					
Key Strategic Action(s)	*Foster a culture of belonging among students and staff.*					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers and Administrative staff will create opportunities that motivate and encourage students to get involved and show leadership skills. Through various activities and events, students are encouraged to maximize their potential. • Coleman News Crew • Student Council • Principal's Student Advisory Committee • Destination Imagination • Chess Club • JCE Strong Run Club • Yearbook • All-City Choir • Math Pentathlon • Student Ambassadors • Book Buddies • Coleman Cares • Capturing Kids' Hearts	Teachers, Administrative Staff, Counselor	The student leadership opportunities process will result in an increase of 0.5 points on the End of the Year (EOY) Capturing Kids Hearts survey from the 22-23 score of 4.3 to the 23-24 target score of 4.8 on the Student category of the survey.				
By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95% to 95.5% for the 23-24 school year.				

Teachers and administrative staff will continue to create a culture and learning environment with students, staff, and parents that nurtures and highlights the diversity within our campus community. Through these campus wide activities, we will provide opportunities for students and families to share the uniqueness of their culture. ● Try-day Friday- where campus staff experience food from different cultures ● Coleman Crew Adventures- students and staff are encouraged to bring a souvenir that highlights different parts of the world ● Culture Night- provide an opportunity for the campus community to come together in an immersion experience where students and staff can experience different cultures around the world ● Continue with Capturing Kids' Hearts activities that focus on student belonging at the campus level and classroom level. ● Classroom activities that highlight cultures within their classroom community.	Teachers, Administrative Staff, Counselor	Family opportunities will result in an increase of 0.1 points on the End of the Year (EOY) Capturing Kids Hearts survey from the 22-23 score of 4.4 to the 23-24 target score of 4.5 on the Family category of the survey.				.

Implement with fidelity our newly created space that is designed to create a student centered reflection area, called the R and R Room, which stands for Reset and Refocus. This is open to all students to meet their social emotional well being.	Teachers, Administrative Staff, Counselor	Through the use of this new space, students will be productive with their feelings. Some benefits that we hope to see are: ● Reduce office visits ● Build student ownership of behavior ● Student choices for emotional regulation ● Boost confidence in students ● Teacher has options for student reflection ● Student Achievement- students in class more ● Builds a relationship with adults on campus about student behavior that is not focused on disciplined We will decrease the number of office visits or administrative actions by 80% based on last year's administrative interactions by tracking the number of students that visit the office compared to the number of times that students utilize the R and R room.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmental appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

District Performance Objective 3.2	*Strive to be a listening and learning organization aligned with stakeholder engagement*
Key Strategic Action(s)	*Provide opportunities for student engagement*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	
Teachers and staff will empower students to be effective leaders using the Capturing Kids Hearts Student Ambassador framework. Through the Capturing Kids' Hearts Ambassador program, students will greet guest visitors into their classroom. Through this program, students will take ownership of personable skills such as: greeting guests, making eye contact, showing guests the social contract, and answering questions that our visitors may have.	Teachers, Administrative Staff, Counselor, Students	The Capturing Kids' Hearts Ambassador Framework will result in an increase of 0.2 points on the End of the Year (EOY) Capturing Kids Hearts survey from the 22-23 score of 4.3 to the 23-24 target score of 4.5 on the Teacher Implementation category of the survey.				

Principal's Student Advisory Committee The Administrative Team will meet with students monthly to gather feedback and offer solutions to campus issues that the students feel and view as important.	Teachers, Administrative Staff, Counselor, Students	The Principal's Advisory Committee will result in a steady score of 4.9 or higher for the 23-24 school year on the End of the Year (EOY) Capturing Kids Hearts Leader Implementation Survey.				
Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a		***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2		***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a		***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				
Key Strategic Action(s) 4.2.b		***Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)*			**Supported by State or Federal Funds**

			Review 3 - DEIC (May-June) **#1**	**#2**	**#3**	
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				
Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				
Key Strategic Action(s) 4.3c		***Build system capacity to ensure intentional financial solvency for maximization of district resources***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

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State Compensatory Education Personnel

Budget for Jean Coleman Elementary

Total SCE Funds:
Total FTEs Funded by SCE: *1*

258

Name	Position	FTE
Dede Munoz	*Special Education Aide, K-5*	*(.25%)*

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Kara Wendel	Principal
Administrator	Hank Pendley	Assistant Principal
Classroom Teacher	Traci Samek	Teacher
Classroom Teacher	Jennifer Meinzer	Teacher

Classroom Teacher	Carrie Morales	Teacher
Classroom Teacher	Jennifer Kids	Teacher
Classroom Teacher	Tami Kremers	Teacher
Classroom Teacher	Tracy Xavier	Teacher
Classroom Teacher	Kim Garner	Teacher
Classroom Teacher	Jenny Reid	Teacher
Paraprofessional	Brandie Best	Receptionist
Parent	Alexis Reed	Parent
Parent	Amber Hill	Parent
Community Representative	Becky Fetchman	Community Representative
Business Representative	Mike Piekos	Business Owner
District Level Professional	Lauren Benner	District Administrator
District Level Professional	Nichole Ausmus	iCoach
Non-classroom Professional	Tiffany Tyer	Counselor

Irvin Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is to inspire excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high-quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Irvin Elementary School are:

Student Data:

Grade Level Breakdown:

- *10 EE Grade Students*
- *33 PreK Grade Students*
- *83 Kinder Grade Students*
- *93 1st Grade Students*
- *114 2nd Grade Students*
- *95 3rd Grade Students*
- *99 4th Grade Students*
- *100 5th Grade Students*

Ethnicity: (percents and number of students)

- *American Indian or Alaskan Native: .15%*
- *Asian: .80%*
- *Black or African American: 12%*
- *White: 47%*
- *Hispanic/Latino: 34%*
- *2 or More Races: 6.2%*

Gender: (percents and number of students)

- *Female: 286 (46%)*
- *Male: 341 (54%)*

Special Populations: (percents and number of students)

- *Gifted and Talented:* 17 (2.7%)
- *Emergent Bilingual: 14 (2.2%)*
- *Economically Disadvantaged: 396 (63.1%)*

- *Special Education: 120 (19.1%)*
- *At Risk: 70 (11.2%)*
- *504 Services: 27 (4.3%)*

2022-2023 Student Attendance Rate:

- 21-22: 94% Attendance Rate
- 22-23: 94.3% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of teachers)

- *White: 71.4% (25)*
- *Hispanic: 11.4% (4)*
- *Black or African American: 8.6% (3)*
- *2 or more: 8.6% (3)*

Teacher by Gender: (percents and number of teachers)

- *Female: 88.6% (31)*
- *Male: 11.4% (4)*

Teachers by Years of Experience: (percents and number of teachers)

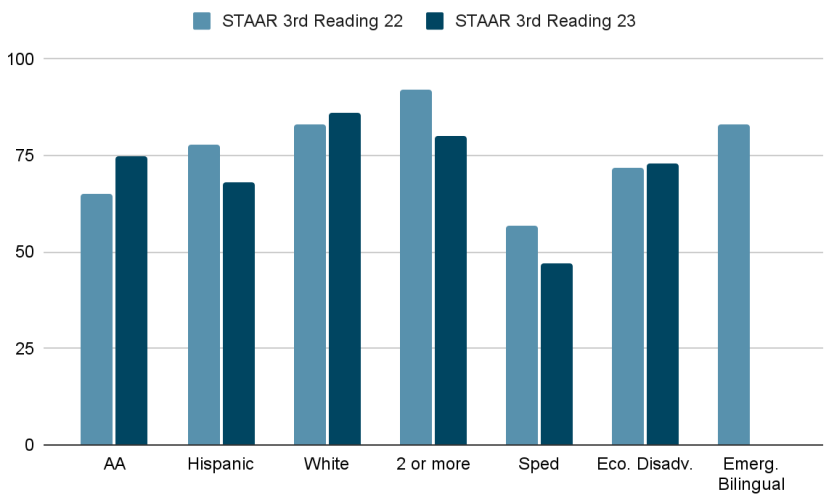
- *Beginning Teachers: 2.86% (1)*
- *1-5 Years: 34.3% (12)*
- *6-10 Years: 17.1% (6)*
- *11-20 Years: 37.1% (13)*
- *21-30 Years: 2.86% (1)*
- *Over 30 Years: 5.7% (2)*

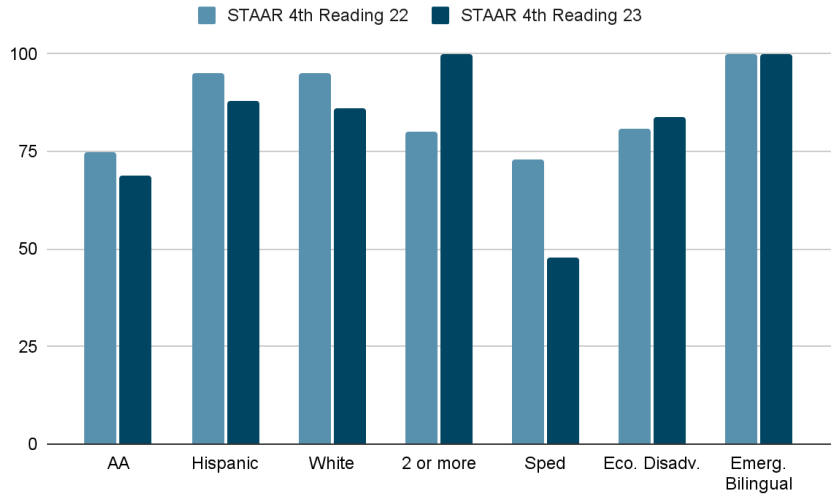
Student Discipline Data from 2022-2023

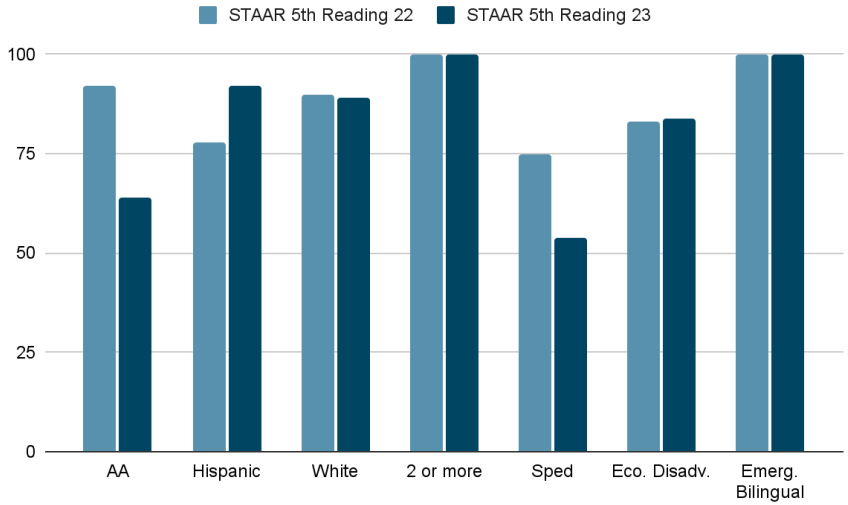
Discipline Action	Total Count
In School Suspension (ISS)	*9*
Out of School Suspension (OSS)	*4*
DAEP	*0*

Demographics Strength

STAAR: ELAR



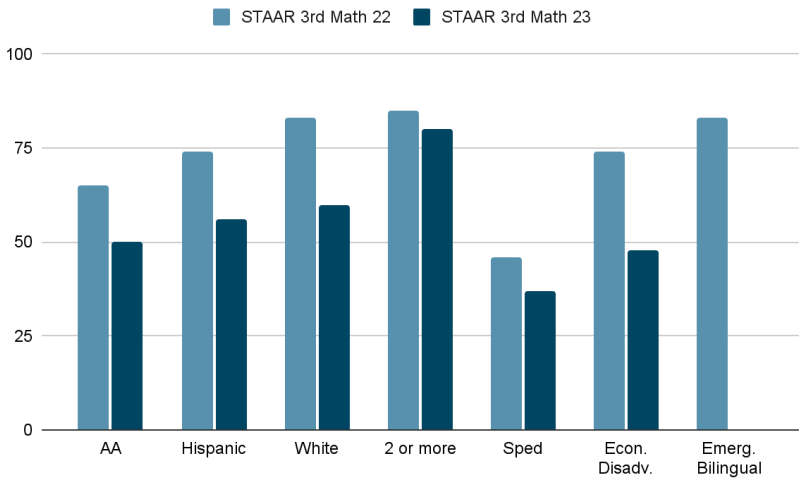


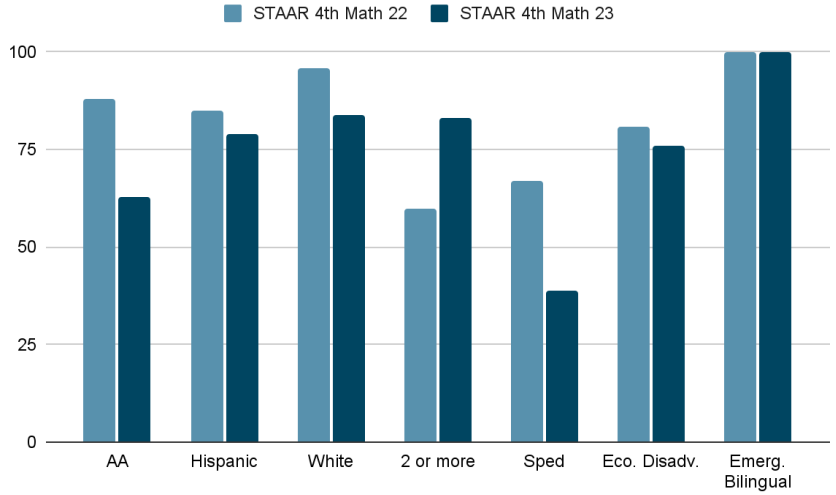


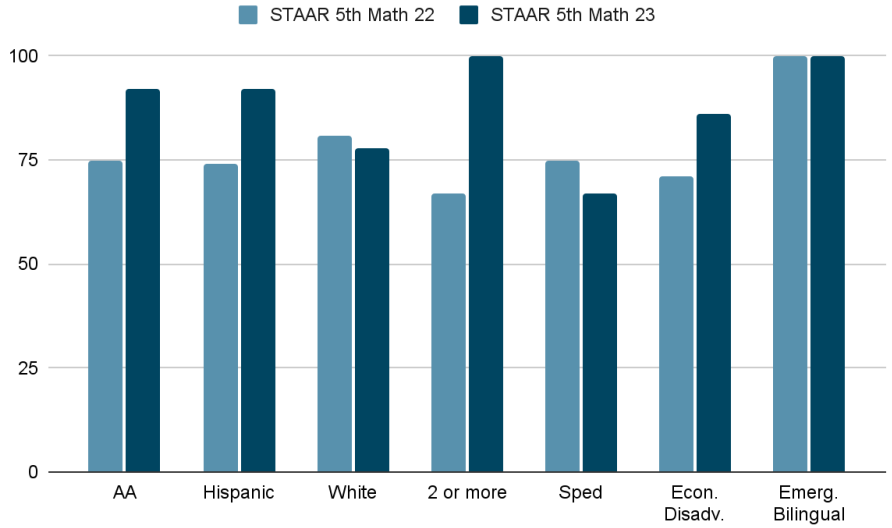
Demographics STAAR reading strengths:

- African American students increased in 3rd grade
- 2 or more students increased in 4th grade
- Hispanic students increased in 5th grade

STAAR: Math



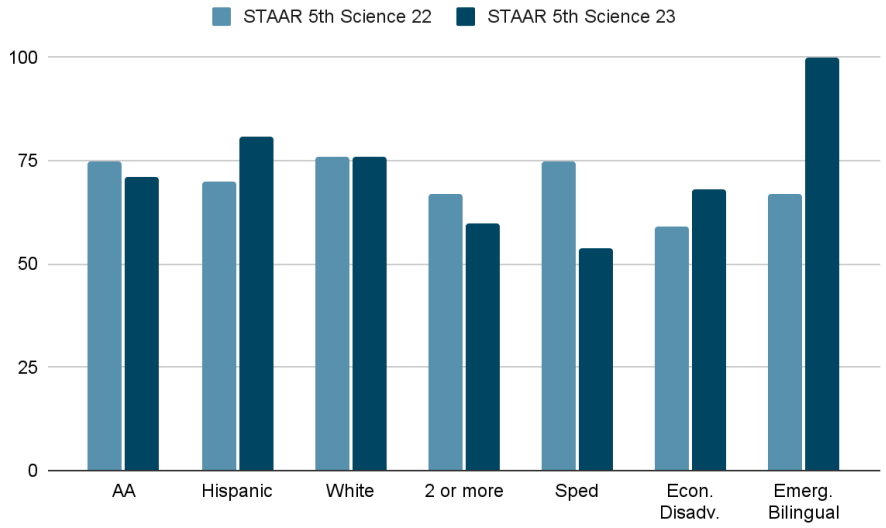




Demographics STAAR math strengths:

- Emergent Bilingual students maintained scores in 3rd and 4th
- 2 or more students increased in 5th grade

STAAR Science



Demographics STAAR Science strengths:

- White students maintained scores
- Emergent Bilingual, Economic Disadvantage, and Hispanic students increased

Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math	8%		92%	
	EOY Circle Math	6%		94%	
Kinder	mClass Assessment Math BOY	23%	63%	14%	
	mClass Assessment Math EOY	18%	30%	52%	
1st Grade	mClass Assessment Math BOY	12%	61%	27%	
	mClass Assessment Math EOY	15%	45%	40%	
2nd Grade	Math MAP BOY	23%	77%	26%	9%
	Math MAP EOY	29%	71%	27%	3%
3rd Grade	Math MAP BOY	34%	66%	30%	3%
	Math MAP EOY	44%	56%	26%	5%
	STAAR 2022	23%	78%	43%	19%
	STAAR 2023	44%	57%	26%	14%
4th Grade	Math MAP BOY	28%	72%	29%	14%
	Math MAP EOY	35%	65%	27%	8%
	STAAR 2022	11%	89%	63%	36%
	STAAR 2023	25%	75%	53%	25%
5th Grade	Math MAP BOY	11%	89%	50%	20%
	Math MAP EOY	20%	80%	34%	11%
	STAAR 2022	23%	78%	47%	20%
	STAAR 2023	18%	82%	47%	24%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading	7%		93%	
	EOY Circle Reading	16%		84%	
Kinder	mClass Assessment Reading BOY	41%	21%	21%	17%
	mClass Assessment Reading EOY	22%	17%	30%	31%
1st Grade	mClass Assessment Reading BOY	27%	21%	34%	18%
	mClass Assessment Reading EOY	24%	7%	39%	30%
2nd Grade	Reading MAP BOY	44%	56%	20%	12%
	Reading MAP EOY	31%	69%	33%	12%
3rd Grade	Reading MAP BOY	38%	62%	41%	20%
	Reading MAP EOY	41%	59%	25%	16%
	STAAR 2022	19%	81%	47%	29%
	STAAR 2023	26%	74%	44%	16%
4th Grade	Reading MAP BOY	23%	77%	42%	15%
	Reading MAP EOY	26%	74%	41%	26%
	STAAR 2022	10%	90%	76%	46%
	STAAR 2023	17%	83%	52%	28%
5th Grade 271	Reading MAP BOY	20%	80%	45%	28%
	Reading MAP EOY	19%	81%	46%	21%
	STAAR 2022	12%	88%	63%	40%
	STAAR 2023	15%	85%	54%	24%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Irvin	2.26		Irvin	3.4		Irvin	2.98

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	12%	88%	37%	6%
	Science MAP EOY	19%	81%	51%	22%
	STAAR 2022	26%	74%	50%	27%
	STAAR 2023	27%	73%	44%	20%

Perceptions

Mission Statement:

At Irvin Elementary, we strive for success in student achievement by empowering students to form connections, and become lifelong learners, and leaders.

Vision:

Empowering students with the tools to navigate through life's journeys

Motto:

We Can Move Mountains

Staff retention: 81.2%

Capturing Kids' Hearts Survey

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4	3.8	4.6	3.9	3.9
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
4.2	4.6	4.2	4.5	3.7	3.8
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, FlyLeaf, Reading A-Z, Lalilo, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Heggerty, ESGI, Acadiance, Number Corner, Guided Math
Tests:	CIRCLE (PK) mClass Assessment, MAP, STAAR, Amira
District Resources:	TRS, DIGS, Wonders, Hand2Mind, Stemscopes, Social Studies Weekly
Program Support Services (Extracurricular Activities, After School programs etc.)	District Coordinators Professional Development Training provided by Curriculum & Instruction Department Math Pentathlon, All-City Choir, Destination Imagination, Art Club, News Crew, Safety Patrol

School Processes & Programs Strengths

Processes and Programs: PLC's every 3 weeks, District Planning Days, Capturing Kids Hearts, PALS, Mentor Teachers, REACH Council, Challenge Lab, iCoach support/collaboration, Irvin University (Intervention), Vertical Alignment teams, Boys Scouts, Calibration walks across the campus and district, PTO, Teacher Tag-outs

- RTI (addresses student achievement and maximizing instructional time)
  - We have two new interventionists who have aligned intervention practices with district expectations and interventionists in the district
  - Interventionists are working with teachers to provide resources for RTI
  - Protected Irvin University time (intervention) that allows teachers time to pull intervention groups as well as campus interventionist time to pull students to limit missed instructional time
- PLCs (focused plan to improve student achievement/growth)
  - The District has provided days for campus PLCs (Pink Days)
  - Campus admin has responded by organizing data and providing time to plan, align and organizing grade level PLCs with the campus iCoach to address TEKS and plans for closing gaps

Campus Committees and Leadership Teams (addresses involving staff in improvement planning)

- Capturing Kids' Hearts
  - Recognized campus and reaching students' hearts
  - We have a great Capturing Kids' Hearts team that is leading this initiative, and this has changed our perception as we educate our students
- Lead Teachers
  - Weekly meetings with lead teachers to keep all teams informed and teacher tag-outs to provide collaborative feedback.

Priority 1: Student Success

District Performance Objective 1.2	*All Students Exhibit Yearly Growth in Core Areas*
Key Strategic Action(s)	*1.2c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide vertical alignment planning between grade levels, 2nd-5th, to improve student progress growth measures, through intentional planning of explicit small group interventions.	Principal, Assistant Principal, Interventionists, iCoach	By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted areas: • 3rd-grade reading: Meets rating will increase from 44% to 47% • 3rd-grade math: Meets rating will increase from 26% to 29 % • 4th-grade reading: Meets rating will increase from 52% to 55% • 4th-grade math: Meets rating will increase from 53% to 56%				
Teachers will meet every 3 weeks in Professional Learning Communities (PLC) to review student data and plan using the explicit learning strategies of I do, you do, we do. PLCs will provide training using the Lead4ward campus dashboard to isolate and identify essential TEKS with the embedded verb for application into the lesson.	Principal, Assistant Principal, iCoach	By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted areas: • 3rd-grade reading: Meets rating will increase from 44% to 47% • 3rd-grade math: Meets rating will increase from 26% to 29 % • 4th-grade reading: Meets rating will increase from 52% to 55% • 4th-grade math: Meets rating will increase from 53% to 56%				

District Performance Objective 1.3	*Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching*
Key Strategic Action(s)	*1.3a Provide high-quality professional development aligned to student/teacher needs*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers will attend vertical PLC's on district pink days, bi-weekly CARE Team meetings, and SAT data meetings to provide instructional feedback and research-based explicit strategies. Teachers will receive feedback and guidance to improve instructional Tier 1 strategies.	Principal, Assistant Principal, iCoach, Interventionist	Teachers will perform at the accomplished level or higher with a 3% increase in Domain 2 in using the TTESS evaluation system. **Title I:** By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted area: • 3rd grade math Economically Disadvantaged: Meets rating will increase from 48% to 51% Students will improve student achievement by utilizing after school tutoring and intervention provided by Title 1 funded positions.				YES
Teachers will create TEK-aligned lesson plans, aligned to the district-approved curriculum, that will be reviewed weekly by Campus Administrators. Teachers will receive feedback and guidance to improve instructional Tier 1 strategies.	Principal and Assistant Principal	Teachers will improve performance levels at accomplished or higher with a 3% increase in Domain 2 in using the TTESS evaluation system.				

Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 13% from 2023 to 18%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 13% from 2023 to 18%.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.2	Systematic Management of Individual Talent
Key Strategic Action(s)	2.2a Define leadership roles through the development of exemplary profiles aligned to role responsibilities in order to identify high-potential leaders

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Team leaders will collaborate with the campus administrator team to provide instructional feedback to strengthen Tier 1 instruction through learning walks.	Principal, Assistant Principal, Team Leaders	Team Leaders will provide instructional feedback to peers and collaborate as a leadership team to increase alignment of calibrating ratings utilizing the TTESS rubric. 2022-2023 3.16% (average rating) 2023-2024 3.5% (average goal rating)				
Campus staff will provide professional development based on areas of strengths, identified by the campus leadership team to improve Tier 1 and Tier 2 instructional practices.	Principal, Assistant Principal,	By 2024, the number of professional staff leading professional development/PLCs will increase by 3% by leveraging the Capturing Kids' Hearts EXCEL model. 2022-2023 28.8% 2023-2024 31% (goal)				

District Performance Objective 2.2	Systematic Management of Individual Talent
Key Strategic Action(s)	*2.2c* Establish systems of support and development opportunities for all staff aligned to their estimated potential.

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Campus Administrators will provide an individualized instructional plan to improve instructional practices and build capacity in employees new to the campus. Using a BOY, MOY, and EOY survey, the new teacher mentor, campus buddies, and campus administrators will build relationships and determine areas of focus to provide support. Campus Administration, in conjunction with campus iCoach, will determine an individualized coaching cycle based on employee needs.	Principal, Assistant Principal, iCoach, New Teacher Mentors	A baseline during the 23-24 school year, will be created from the survey to identify areas of focus.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.2	*Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement*
Key Strategic Action(s)	*3.2a Provide opportunities for student engagement*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus staff will implement the Capturing Kids' Hearts EXCEL leadership model to intentionally communicate and create a positive classroom culture by empowering students. Parents will indicate on the Capturing Kids' Hearts EOY survey that students share with them about helping the teacher in the classroom, the teacher greeting them at the door, students leading Good Things, using the Social Contract, and finishing up class with Launches.	Principal, Assistant Principal, Classroom teachers	**Title 1**: This process will result in an increase of .3 points on the Capturing Kids' Hearts EOY survey from the 22-23 score of 3.2 to the 23-24 target score of 3.7.				YES

By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 94.3% to 95% for the 23-24 school year.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				
District Performance Objective 3.2		*Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement*				
Key Strategic Action(s)		*3.2b Provide opportunities for staff engagement*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Monthly staff Affirmation Awards: Teachers will be recognized monthly with the Capturing Kids' Hearts acknowledge a colleague award. These awards are given out at faculty meetings.	Principal, Assistant Principal, Staff Members	This process will result in an increase of .3 points on the Capturing Kids' Hearts EOY survey from the 22-23 score of 4.5 to the 23-24 target score of 4.3.				

Family Engagement: The campus will build a collaborative partnership with families through open communication, campus events, and support and resource networks .	Principal, Assistant Principal, Teachers, Counselor	**Title I:** We will partner with service providers that enable the campus to provide support services, such as mentorship, food, parenting, and instructional support benefiting students and families in need. Host at least 3 Family engagement events for parents such as: Math and Science Night, Literacy Night, and community support information events. Attendance incentives provided include refreshments and support materials.				YES

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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*				
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				

Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*				
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

State Compensatory

Budget for Irvin Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: *.25*

Name	Position	FTE
Jessica Graves	*CM/Inclusion paraprofessional*	*.25*

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Khourie Jones	Principal
Administrator	Christy Shelton	Assistant Principal
Interventionist	Toia Stevenson	Reading Interventionist
Interventionist	Shannon Hoopman	Math Interventionist
Business Representative	Ryan Timm	Business Representative
Parent	Alyssa Thomas	Parent
Parent	Sarah Robinson	Parent
Committee Member	Janice Hansen	MTA Specialist
Classroom Teacher	Alexandria Hurst	2nd grade teacher
Classroom Teacher	Rachel Medina	4th grade teacher
Classroom Teacher	Christine Dobbins	Team Leader/Kindergarten teacher
Committee Member	Elizabeth Adkins	Counselor
Classroom Teacher	Elizabeth Richardson	2nd grade teacher
Classroom Teacher	Alyssa Thompson	Special education teacher
Classroom Teacher	Taite Siemsglusz	Team Leader/1st grade teacher
Classroom Teacher	Debbie Demar	Team Leader/3rd grade teacher
Classroom Teacher	Alicia Walsh	1st grade teacher
Classroom Teacher	Allison Steben	3rd grade teacher
Classroom Teacher	Blaire Fleeman	Team Leader/2nd grade teacher
Classroom Teacher	Oralia Reyes	Art teacher

Classroom Teacher	Joshua Marek	Music teacher
Classroom Teacher	Melissa Logan	1st grade teacher

Longbranch Elementary

Campus Improvement Plan
2023-2024

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Board Approval Date: November 13, 2023

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The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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Data Used for District Comprehensive Needs Assessment

Midlothian Balanced Scorecard Priorities

- Priority 1: Student Success
- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts (Capturing Kids' Hearts) Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Longbranch Elementary School are:

Student Data:

Grade Level Breakdown:

- *12 Early Elementary Students*
- *22 Pre-K Grade Student:*
- *106 Kindergarten Students*
- *91 1st Grade Students*
- *111 2nd Grade Students*
- *104 3rd Grade Students*
- *91 4th Grade Students*
- *125 5th Grade Students*

Ethnicity: (percents and number of students)

- *0% American Indian or Alaskan Native*
- *0% Asian (2 students)*
- *9% Black or African American (60 students)*
- *68% White (449 students)*
- *19% Hispanic/Latino (126 students)*
- *4% 2 or More Races (24 students)*

Gender: (percents and number of students)

- *50 %Female (332 students)*
- *50 % Male (330 students)*

Special Populations: (percents and number of students)

- *7% Gifted and Talented (44 students)*
- *2% Emergent Bilingual (5 students, 1 EB monitor student)*
- *18% Economically Disadvantaged (118 students)*

- *16% Special Education (109 students)*
- *6% At Risk (37 students)*
- *6% 504 Services (40 students)*

2022-2023 Student Attendance Rate:

- 21-22: 95.2% Attendance Rate
- 22-23: 95.5% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 90.5%*
- *Hispanic: 9.8%*
- *Black or African American: 0.0%*

Teacher by Gender: (percents and number of students)

- *Female: 2%*
- *Male: 98%*

Teachers by Years of Experience: (percents and number of students)

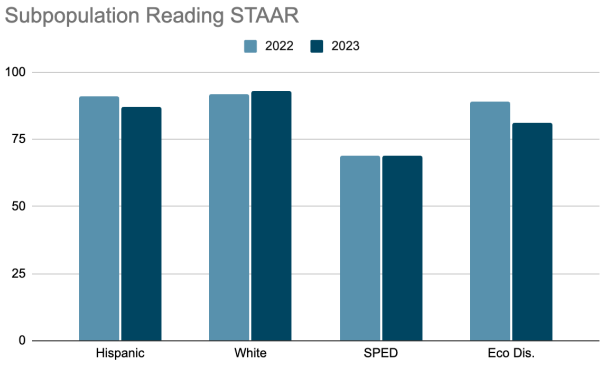
- *Beginning Teachers: 0*
- *1-5 Years: 5*
- *6-10 Years: 10*
- *11-20 Years: 21*
- *21-30 Years: 6*
- *Over 30 Years: 0*

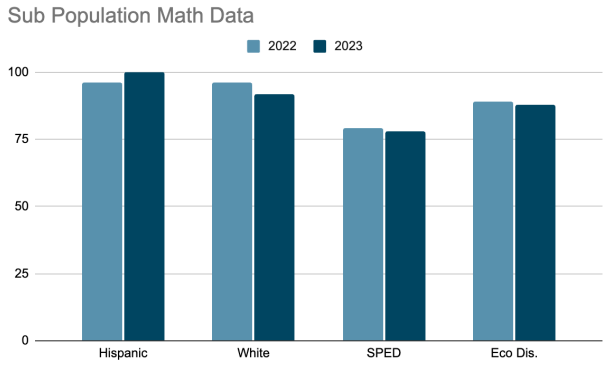
Student Discipline Data from 2022-2023

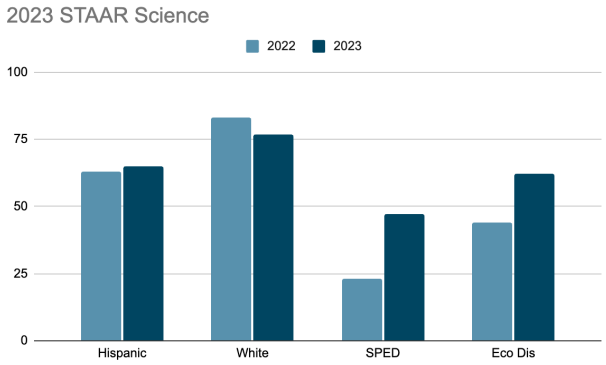
Discipline Action	Total Count
In School Suspension (ISS)	70
Out of School Suspension (OSS)	0
DAEP	0

Demographics Strength

STAAR Data:







Most subpopulations remained consistent within 5% pts in Reading data.	Hispanic students increased to 100% in Math data.	SPED and ED increased almost 20% pts. in Science data.

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Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mCLASS Assessment)	Overall Approaching (or Higher) or (Yellow for mCLASS Assessment)	Overall Meeting (or Higher) (or Green-BMK for mCLASS Assessment)	Overall Masters (n/a for Math mCLASS Assessment)
PK	BOY Circle Math	9%		91%	
	EOY Circle Math			100%	
Kinder	mCLASS Assessment Math BOY		33%	58%	
	mCLASS Assessment Math EOY	5%	37%	58%	
1st Grade	mCLASS Assessment Math BOY		47%	39%	
	mCLASS Assessment Math EOY	15%	55%	30%	
2nd Grade	Math MAP BOY	18%	82%	44%	12%
	Math MAP EOY	8%	92%	56%	22%
3rd Grade	Math MAP BOY	12%	88%	51%	14%
	Math MAP EOY	17%	83%	62%	28%
	STAAR 2022	3%	97%	75%	49%
	STAAR 2023	7%	93%	70%	34%
4th Grade	Math MAP BOY	16%	84%	57%	27%
	Math MAP EOY	13%	87%	54%	31%
	STAAR 2022	5%	95%	76%	47%
	STAAR 2023	5%	95%	76%	47%
5th Grade	Math MAP BOY	7%	93%	67%	25%
	Math MAP EOY	9%	91%	54%	18%
	STAAR 2022	10%	90%	72%	48%
	STAAR 2023	1%	99%	78%	43%

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Reading

	Assessment	Overall Did Not Meet or (Red for mCLASS Assessment)	Overall Approaching (or Higher) or (Yellow for mCLASS Assessment)	Overall Meeting (or Higher) (or Green-BMK for mCLASS Assessment)	Overall Masters (n/a for Reading mCLASS Assessment)
PK	BOY Circle Reading				
	EOY Circle Reading	9%		91%	
Kinder	mCLASS Assessment Reading BOY	9%	9%	50%	
	mCLASS Assessment Reading EOY	7%	4%	43%	
1st Grade	mCLASS Assessment Reading BOY	13%	20%	30%	
	mCLASS Assessment Reading EOY	11%	10%	39%	
2nd Grade	Reading MAP BOY	21%	79%	43%	25%
	Reading MAP EOY	11%	89%	63%	33%
3rd Grade	Reading MAP BOY	11%	89%	55%	26%
	Reading MAP EOY	15%	85%	62%	34%
	STAAR 2022	8%	92%	70%	45%
	STAAR 2023	10%	90%	66%	29%
4th Grade	Reading MAP BOY	16%	84%	51%	27%
	Reading MAP EOY	13%	87%	53%	30%
	STAAR 2022	6%	94%	71%	37%
	STAAR 2023	8%	92%	65%	33%
5th Grade	Reading MAP BOY	12%	88%	54%	27%
	Reading MAP EOY	19%	81%	52%	27%
	STAAR 2022	14%	86%	70%	55%
	STAAR 2023	7%	93%	71%	40%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Longbranch	2.99		Longbranch	3.7		Longbranch	5.47

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mCLASS Assessment)	Overall Approaching (or Higher) or (Yellow for mCLASS Assessment)	Overall Meeting (or Higher) (or Green-BMK for mCLASS Assessment)	Overall Masters (n/a for Reading mCLASS Assessment)
5th Grade	Science MAP BOY	13%	87%	40%	10%
	Science MAP EOY	16%	85%	46%	21%
	STAAR 2022	23%	77%	43%	27%
	STAAR 2023	27%	73%	56%	16%

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Perceptions

Mission:

Longbranch Elementary….Igniting the spark to change the world

Vision:

Lead with Love.
Learn with Passion.
Because Change starts with us.

Motto:

Lead, Love, Learn.

Staff retention - 75%

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4.5	3.8	4.9	4	4.4
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4.5	3.8	4.9	4	4.4
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Heggerty, ESGI, Acadience, Number Corner, Guided Math, Flyleaf Decodable Readers
Tests:	CIRCLE (PK) mCLASS Assessment, MAP, STAAR, Amira
District Resources:	TRS, DIGS, Wonders, Hand2Mind, StemScopes, Social Studies Weekly
Program Support Services (Extracurricular Activities, After School programs etc.)	Math Pentathlon, All City Choir, Destination Imagination, Announcement Crew, Safety Patrol, Honor Council, Clubs/Wonder Workshop
School Processes & Programs Strengths	
Regularly scheduled bi-weekly PLCs, District Planning Days (Pink Days), iCoach support, Mentor Teachers, Vertical Alignment Teams, Daily scheduled intervention and Enrichment time, Master Schedule that prioritizes uninterrupted instructional blocks, Capturing Kids Hearts, PALS, REACH Council, Boy Scouts, Challenge Lab, PTO Programs Focused systematic plan to improve student growth and scores with personnel to help support the process. All items stated above factor into the success of student belonging, academic achievement, and staff climate/culture.	

Priority 1: Student Success

District Performance Objective 1.2	All Students Exhibit Yearly Growth in Core Areas
Key Strategic Action(s)	1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize grade level campus student data sheets to keep track of student progress and target instruction and interventions.	Teachers, Admin, iCoach, Interventionist	STAAR Overall Student Growth will increase from 70% to 85% by the 24-25 school year. MAP overall percentage of students who met their growth goals will increase from 61% to 66%. mCLASS Assessment Reading assessment overall Growth scores will increase from 77% to 82%.				
Teachers will set goals with students, track students goals, and celebrate when students meet their growth goals. 303	Teachers, Admin, iCoach	STAAR Overall Student Growth will increase from 70% to 85% by the 24-25 school year. MAP overall percentage of students who met their growth goals will increase from 61% to 66%. mCLASS Assessment Reading overall Growth scores will increase from 77% to 82%.				

District Performance Objective 1.3	Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching
Key Strategic Action(s)	1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Hold Reading, Math, and Science Vertical Team meetings on Pink/Professional Days to align practices and review essential TEKS to improve areas of targeted low areas.	Admin, iCoach, Vertical Team Leads	STAAR Overall Student Growth will increase from 70% to 85% by the 24-25 school year. MAP overall percentage of students who met their growth goals will increase from 61% to 66%. mCLASS Assessment Reading overall Growth scores will increase from 77% to 82%.				
Hold Bi-weekly grade level PLC to review curriculum resources, analyze data and student work, and develop common assessments to inform teachers planning and instruction.	PLC Leaders, Teachers, Admin, iCoach	STAAR Overall Student Growth will increase from 70% to 85% by the 24-25 school year. MAP overall percentage of students who met their growth goals will increase from 61% to 66%. mCLASS Assessment Reading overall Growth scores will increase from 77% to 82%.				

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Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 23% from 2023 to 28%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 36% from 2023 to 41%.				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1	Recruit and Retain High-potential Talent
Key Strategic Action(s) 2.1 b	Support employees throughout onboarding and other employment transitions within MISD

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
New teachers will participate in the Mentoring program with the campus mentor and have support from colleagues.	Campus Mentor, Admin, Team leads	Increase percentage of teachers staying at Longbranch from 78% to 83% for the 23-24 school year.				

District Performance Objective 2.2	Systematic Management of Individual Talent
Key Strategic Action(s) 2.2 C	Establish systems of support and development opportunities for all staff aligned to their estimated potential

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide leadership opportunities through Team Leaders, Process Champion, Vertical Team Leads and PLC leaders to help lead meetings, PD and build leadership efforts on campus.	Team Leaders, PLC Leaders, Vertical Team leaders, Process Champions, Admin	Increase the percentage of teachers participating in leadership roles from 18% to at least 23% at LBE during the 23-24 school year.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 3: Culture, Climate, and Safety						
District Performance Objective 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s) 3.1.c		Foster a culture of belonging among students and staff				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Capturing Kids' Hearts (Capturing Kids' Hearts) planning and grade level implementation of Capturing Kids' Hearts (Capturing Kids' Hearts) resources from the Capturing Kids' Hearts (Capturing Kids' Hearts) website.	Process Champion team, teachers, Admin	Increase Capturing Kids' Hearts (Capturing Kids' Hearts) Student Survey score from 3.9 to 4.2				
Implementation of Capturing Kids' Hearts (Capturing Kids' Hearts) Components: Greetings/Good Things/Launches, Rater/Affirmers, Class Ambassadors, and Affirmations in classrooms to create a sense of belonging.	Classroom Teachers, Admin	Increase Capturing Kids' Hearts (Capturing Kids' Hearts) Staff Implementation Survey score from 3.9 to 4.2				

Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				
By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.5% to 96% for the 23-24 school year.				
District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s) 3.2.b		Provide opportunities for staff engagement				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Hold monthly meetings with team leaders to review upcoming events/concerns and get stakeholder voices from all grade levels/teams.	Team Leaders, Admin	Increase Staff Capturing Kids' Hearts (Capturing Kids' Hearts) culture and climate score survey from 4.8 to 5.				

The Process Champion Team will plan and present PD for monthly meetings to help foster campus and classroom culture.	Process Champion Team, Admin	Increase Capturing Kids' Hearts (Capturing Kids' Hearts) Student Survey score from 3.9 to 4.2 Increase Staff Capturing Kids' Hearts (Capturing Kids' Hearts) culture and climate survey score from 4.8 to 5.				
Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				

Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

State Compensatory Education Funds

Budget for Longbranch Elementary

Total SCE Funds: *$406,330 (22-23 school year)*
Total FTEs Funded by SCE: 1

Name	Position	FTE
Kathleen Satterwhite	SPED Aide - CM/Inclusion	.25
Gayle Stack	SPED Teacher - Resource/Inclusion	.25

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Hollye Walker	Principal
Administrator	Jonathon Pollard	Assistant Principal
Classroom Teacher	Gennifer Beasley	Teacher
Classroom Teacher	Andrea Burks	Teacher
Classroom Teacher	Laci Wischnak	Teacher
Classroom Teacher	Donna Garcia	Teacher
Classroom Teacher	Dawn Berumen	Teacher
Classroom Teacher	Leah Cowan	Teacher
Classroom Teacher	Seth McKinney	Teacher
Classroom Teacher	Kelly Prindle	Teacher
Parent	Katelyn Self	Parent
Parent	Crystal Rentz	Parent
Parent	Steve Pena	Parent
Parent	Dante Smith	Parent
Community Representative	Stacy Germany	Community Representative
Community Representative	Ryan Timm	Community Representative
Business Representative	Nikki Clayton	Business Owner
District Level Professional	Shannon Thompson	District Administrator
Non-classroom Professional	Jeanette Arnold	Counselor

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Dolores McClatchey Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of McClatchey Elementary are:

Student Data:

Grade Level Breakdown:

- *1 EE Student (Speech Only)*
- *16 Pre-K Students*
- *79 Kindergarten Students*
- *101 First Grade Students*
- *113 Second Grade Students*
- *116 Third Grade Students*
- *107 Fourth Grade Students*
- *143 Fifth Grade Students*

  Total Enrollment 676 Students

Ethnicity: (percents and number of students)

- *American Indian or Alaskan Native: 0.4% (3 students)*
- *Asian: 0.8% (6 students)*
- *Black or African American: 10,9% (74 students)*
- *White: 64.3% (435 students)*
- *Hispanic/Latino: 19.6% (133 students)*
- *2 or More Races: 3.6% (25 students)*

Gender: (percents and number of students)

- *Female: 50.3% (340 students)*
- *Male: 49.7% (336 students)*

Special Populations: (percents and number of students)

- *Gifted and Talented: 7.2% (49 students)*
- *English Language Learner: 1.9% (13 students)*
- *Economically Disadvantaged: 19.2% (130 students)*

- *Special Education: 10.6% (72 students)*
- *At Risk: 8.5% (58 students)*
- *504 Services: 7.3% (50 students)*

2022-2023 Student Attendance Rate:

- 21-22: 95% Attendance Rate
- 22-23: 95.7% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 87.5% (35 teachers)*
- *Hispanic: 7.5% (3 teachers)*
- *Black or African American: 5% (2 teachers)*

Teacher by Gender: (percents and number of students)

- *Female: 92.5% (37 teachers)*
- *Male: 7.5% (3 teachers)*

Teachers by Years of Experience: (percents and number of students)

- *Beginning Teachers: 5% (2 teachers)*
- *1-5 Years: 25% (10 teachers)*
- *6-10 Years: 25% (10 teachers)*
- *11-20 Years: 25% (10 teachers)*
- *21-30 Years: 17.5% (7 teachers)*
- *Over 30 Years: 2.5% (1 teacher)*

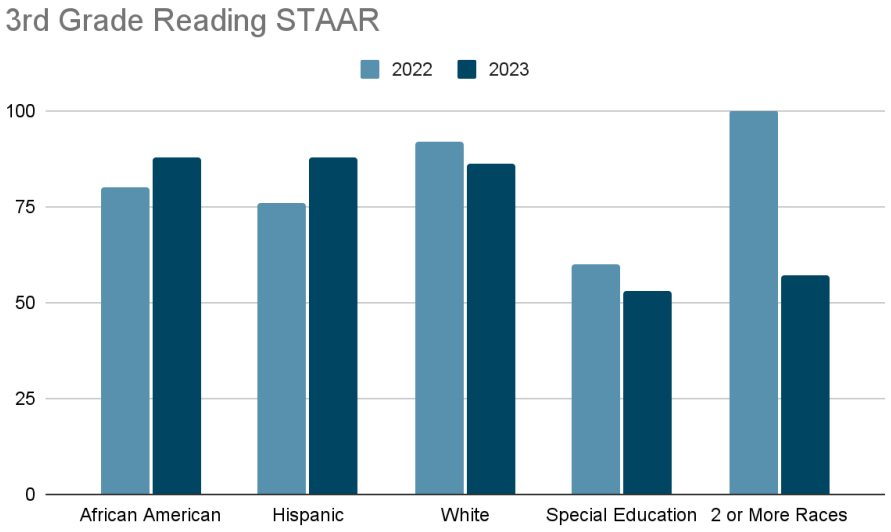
Student Discipline Data from 2022-2023

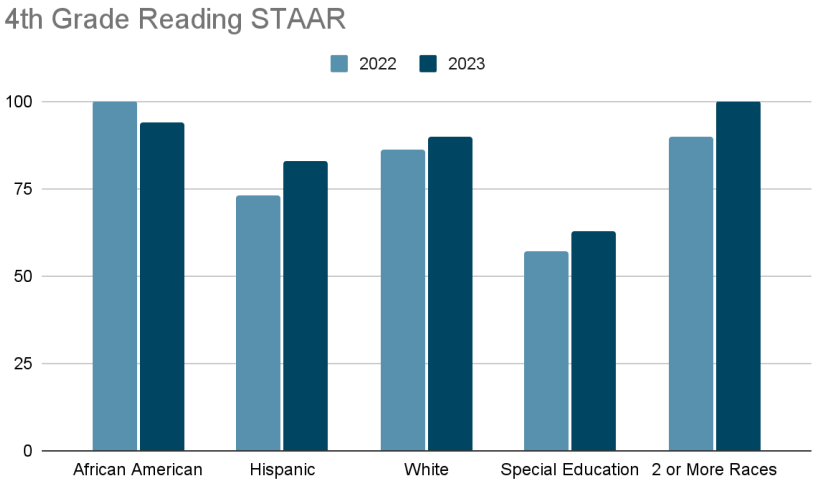
Discipline Action	Total Count
In School Suspension (ISS)	*56 incidents*
Out of School Suspension (OSS)	*2 incidents*
321 *DAEP*	*N/A*

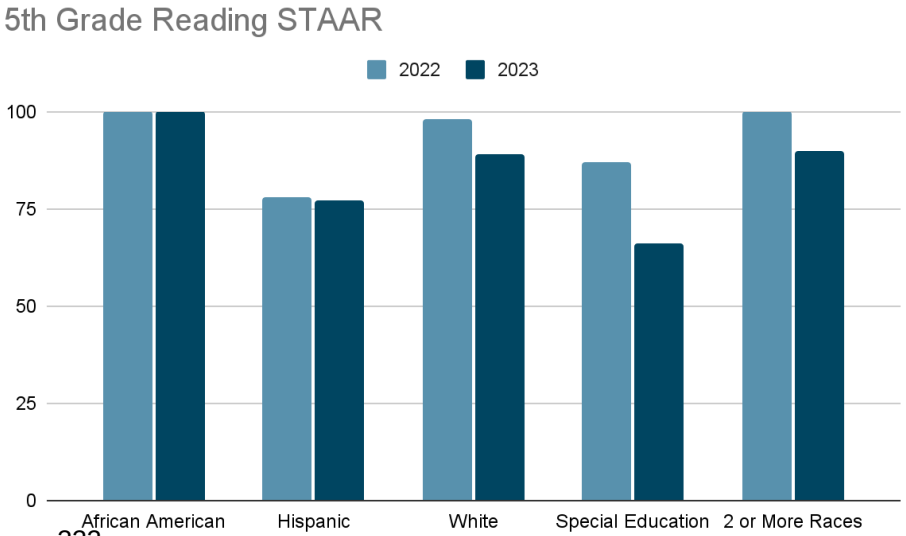
Demographics Strength

STAAR/Data: (charts)

ELAR: *(Data listed by sub-pops)*







Demographic Strengths in Reading:

- Hispanic students increased in 3rd
- Hispanic, White, Special Ed, 2 or More Races increased in 4th grade

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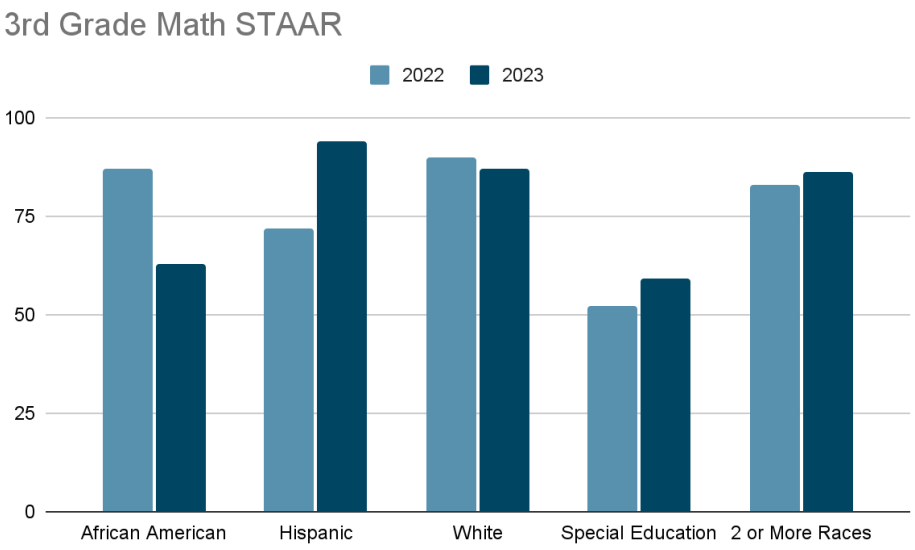
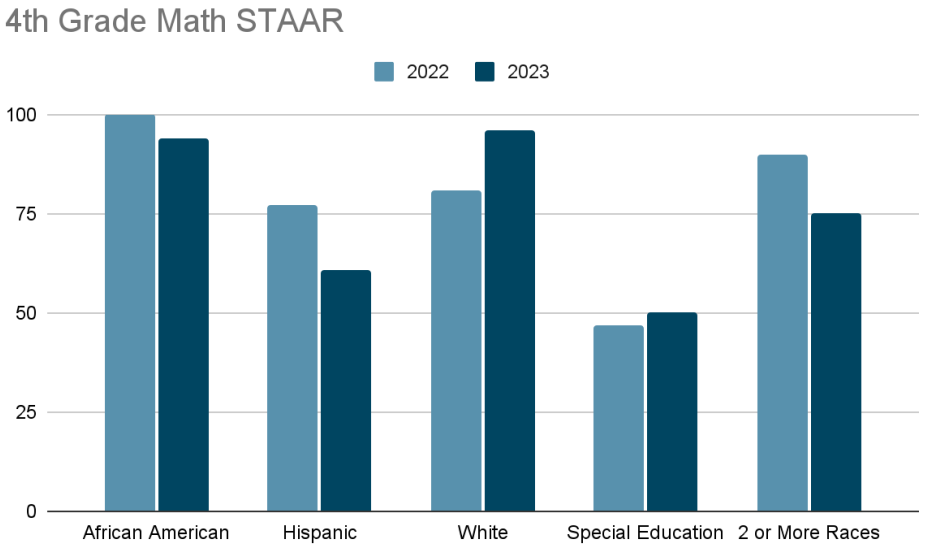
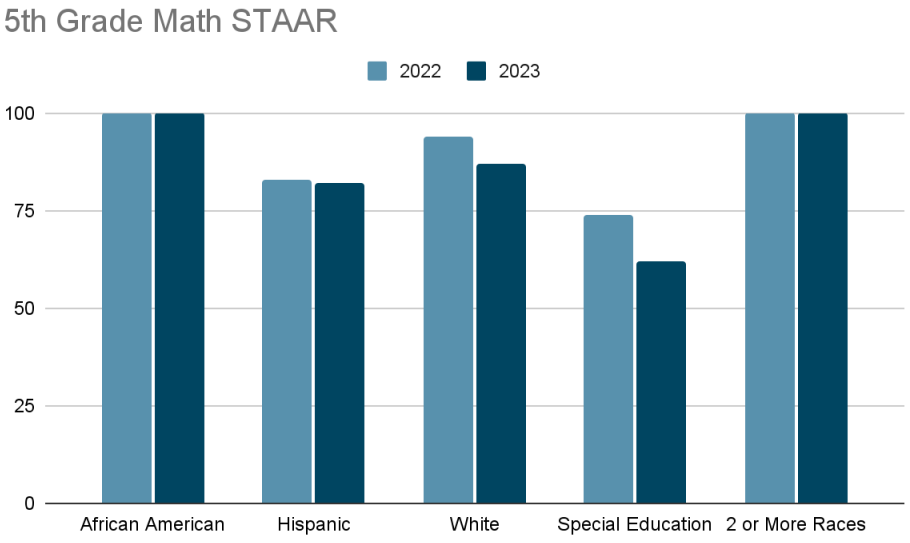
Math: *(Data listed by sub-pops)*







Demographic Strengths in Math:

- Hispanic students in 3rd grade increased
- Special Education students increased in 3rd and 4th grade
- White Students in 4th grade increased

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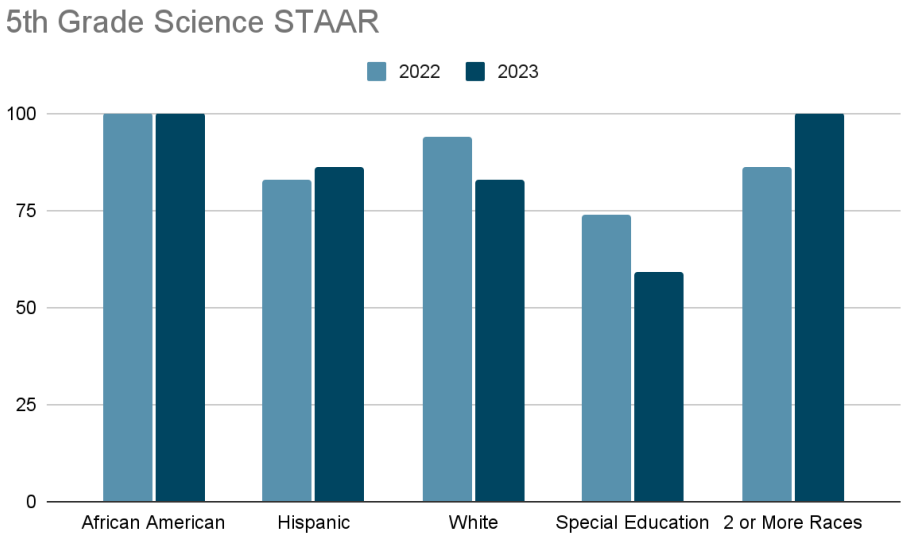
Science: *(Data listed by sub-pops)*



Demographic Strengths in Science:

- African American students maintained
- Hispanic students increased
- 2 or More Races increased

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Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math				
	EOY Circle Math				
Kinder	mClass Assessment Math BOY	2	66	32	n/a
	mClass Assessment Math EOY	4	40	56	n/a
1st Grade	mClass Assessment Math BOY	14	57	29	
	mClass Assessment Math EOY	8	53	39	
2nd Grade	Math MAP BOY	34	66	32	8
	Math MAP EOY	17	83	40	20
3rd Grade	Math MAP BOY	19	81	45	21
	Math MAP EOY	14	86	57	21
	STAAR 2022	15	85	56	29
	STAAR 2023	14	86	63	35
4th Grade	Math MAP BOY	15	85	45	12
	Math MAP EOY	20	80	41	15
	STAAR 2022	19	81	59	34
	STAAR 2023	13	87	73	38
5th Grade	Math MAP BOY	10	90	59	28
	Math MAP EOY	9	91	49	22
	STAAR 2022	7	93	69	38
	STAAR 2023	13	87	50	17

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Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading				
	EOY Circle Reading				
Kinder	mClass Assessment Reading BOY	17	18	23	42
	mClass Assessment Reading EOY	14	18	46	22
1st Grade	mClass Assessment Reading BOY	17	33	34	16
	mClass Assessment Reading EOY	11	11	34	44
2nd Grade	Reading MAP BOY	30	70	36	15
	Reading MAP EOY	16	84	56	27
3rd Grade	Reading MAP BOY	21	79	49	24
	Reading MAP EOY	14	86	49	27
	STAAR 2022	12	88	64	41
	STAAR 2023	16	84	61	21
4th Grade	Reading MAP BOY	18	82	52	25
	Reading MAP EOY	18	82	49	28
	STAAR 2022	11	89	57	32
	STAAR 2023	11	89	59	30
5th Grade	Reading MAP BOY	18	82	51	24
	Reading MAP EOY	18	82	53	30
	STAAR 2022	5	95	79	59
326	STAAR 2023	13	87	63	36

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.53		State	2.71		State	3.93
ESC	2.7		ESC	2.88		ESC	4.14
District	2.79		District	3.46		District	4.31
McClatchey	2.73		McClatchey	3.4		McClatchey	4.15

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	12	88	45	16
	Science MAP EOY	13	87	44	15
	STAAR 2022	8	92	68	38
	STAAR 2023	15	85	44	20

Perceptions

Mission Statement:
To provide opportunities that foster integrity, build relationships, and promote self-motivation within our students.

Vision:
Developing compassionate, resilient and engaged learners who positively impact their world.
Maximizing the potential of all students, families and educators.
Educating all children at high levels.

Motto:
Growing Every Child, Every Day!

Staff retention:
73.1% returning staff members

Info from our Capturing Kids Hearts Survey

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.7	4.1	3.7	4.1	4.1	4.1
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4.6	3.8	4.1	3.8	3.7
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Heggerty, ESGI, Acadiance, Number Corner, Guided Math, Flyleaf Decodable Readers
Tests:	CIRCLE (PK) mClass Assessment, MAP, STAAR, Amira
District Resources:	TRS, DIGS, Wonders, Hand2Mind, StemScopes, Social Studies Weekly
Program Support Services (Extracurricular Activities, After School programs etc.)	Math Pentathlon, All City Choir, Destination Imagination, Chess Club, News Crew, Safety Patrol, Honor Council, Rowdy Runners
School Processes & Programs Strengths	
Regularly scheduled bi-weekly Professional Learning Communities, District Planning Days (Pink Days), iCoach support, Mentor Teachers, Vertical Alignment Teams, Daily scheduled intervention time (40 minutes), Master Schedule that prioritizes uninterrupted instructional blocks, Capturing Kids Hearts, PALS, REACH Council, Boy Scouts, Challenge Lab, PTO Programs, and Calibration Walks. All things listed above factor into student achievement and success and an increase in sense of belonging for all students and staff.	

Priority 1: Student Success						
Performance Objective 1.2b		All Students Exhibit Yearly Growth in Core Areas				
Key Strategic Action(s)		Provide data driven, research-based practices in Tier 1 instruction in all reading, math, science and social studies.				
Strategies and Action Steps	**Person(s) Responsible**	**Strategy's Expected Result/ Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Core Content Areas will meet bi-weekly in Professional Learning Communities to review student data. Professional Learning Communities will discuss assessment results, share insights, collaboratively plan and find resources to assist teachers in planning engaging and rigorous lessons.	Principal, Assistant Principal, iCoach, Teachers	Lesson plans will reflect improved instructional alignment through increased rigor, TEKS alignment and engaging student learning tasks. 90% of all lesson plans will reflect district approved resources such as Wonders, StemScopes, Hand2Mind, etc.				
Establish vertical content teams that will meet on Campus PD Days to discuss high need TEKS and trace skills from K-5 and develop campus wide clarity and student learning expectations. Teams will utilize mClass Assessment Assessment - Reading, iReady and Progress Learning to continually assess student progress and use the remediation materials within each of these programs as needed for their intervention groups.	Teachers Team Leaders	Utilizing STAAR data we will isolate our campus high needs TEKS and through discussions and modeling we will establish the foundational skills needed at each subsequent grade level so that our students are successful as they move through the STAAR years in grades 3-5. By Spring 2024, the number of students demonstrating growth on all STAAR Reading and Math will increase by 5%, as referenced in the Student Growth Points report from TEA.				

Performance Objective 1.3c	Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching
Key Strategic Action(s)	Enhance student learning through innovative instructional practices and tools.

Strategies and Action Steps	**Person(s) Responsible**	**Strategy's Expected Result/ Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers will create TEK-aligned lesson plans, aligned to the district-approved curriculum, that will be reviewed weekly by Campus Administrators. Teachers will receive personalized feedback from their assigned appraiser.	Principal, Assistant Principal	80% of all teachers will score proficient or higher in Domain 1 -Planning on their T-TESS summative.				
Teachers will participate in professional development on the Co-Teach Model Implementation of the Co-Teach model.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 24% from 2023 to 29%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 24% from 2023 to 29%.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 2: Capacity Building and Effective Leadership						
Performance Objective 2.2c		Systematic Management of Individual Talent				
Key Strategic Action(s)		Establish systems of support and development opportunities for all staff aligned to their estimated potential.				
Strategies and Action Steps	**Person(s) Responsible**	**Strategy's Expected Result/ Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus staff will provide professional development based on areas of strengths, identified by the campus leadership team to improve Tier 1 and Tier 2 instructional practices and Capturing Kids Hearts strategies. After determining leadership potential, professional staff will be invited to present in areas of strength to their peers.	Principal, Assistant Principal, Team Leaders, iCoach	The number of professional staff leading professional development/Professional Learning Community/Staff Meetings/Pink Days will increase from the 22-23 baseline of 6% to the 23-24 target of 25%. These PD sessions will deepen teacher capacity which translates into more rigorous Tier-1 instruction being delivered daily in all classrooms.				

Performance Objective 2.2c	Systematic Management of Individual Talent
Key Strategic Action(s)	Establish systems of support and development opportunities for all staff aligned to their estimated potential.

Strategies and Action Steps	**Person(s) Responsible**	**Strategy's Expected Result/ Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus Administration, iCoach, and New Teacher Mentors will provide professional development and individualized coaching to improve instructional practices and build capacity in employees new to the campus. New Teacher Mentors will build relationships with new employees to determine areas of need and provide professional learning opportunities. Campus Administration, in conjunction with campus iCoach, will determine an individualized coaching cycle based on employee need.	Principal, Assistant Principal, iCoach, New Teacher Mentors	80% of employees new to the campus will score at proficient or higher on all indicators within Domain 2- Instruction on T-TESS.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 3: Culture, Climate, and Safety						
Performance Objective 3.1.c		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s)		Foster a culture of belonging among students and staff				
Strategies and Action Steps	**Person(s) Responsible**	**Strategy's Expected Result/ Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Affirmations of Staff - A staff member that is exhibiting Capturing Kids Hearts will receive recognition from their peers in our "Pass It Along Awards". These will be awarded monthly at staff meetings and will be signed and passed from staff member to staff member.	Campus Admin, Staff Members	This affirmation process will result in an increase of 0.7 points on the End of Year (EOY) Capturing Kids Hearts survey from the 22-23 score of 3.6 to the 23-24 target score of 4.3.				

Student Affirmations/Recognition Students will have an opportunity to earn “Golden Spoons” in the cafeteria by exhibiting our DME P.R.I.D.E matrix. These are awarded daily by the duty teachers in the cafeteria and we will celebrate each time a class reaches 10 spoons. Cafeteria behaviors were not where we wanted them to be last year and we are hoping that this recognition process will provide incentive for students to do their best and be acknowledged for doing the right thing.	Teachers Paras	This affirmation process will result in an increase of 0.4 points on the End of Year Capturing Kids Hearts survey from the 22-23 score of 3.7 to the 23-24 target score of 4.1.				
Student Affirmations/Recognition Implement a variety of recognition programs - End of Grading Period Awards, Student of the Month, Growth Assemblies, Strategy Lunches. Campus has purchased specific “dog tags” that align to our P.R.I.D.E. matrix. Administrators will go into team areas at the end of each grading period to pass out the specific dog tags that were chosen by their teachers. We will be focused on character and improvement, not just high academics.	Campus Admin, Counselor, Teachers	This recognition process will result in an increase of .5 points on the End of Year Capturing Kids Hearts survey from the 22-23 score of 3.3 to the 23-24 target of 3.8.				

Performance Objective 3.2	*Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement*
Key Strategic Action(s)	*3.2a Provide opportunities for student engagement*

Strategies and Action Steps	**Person(s) Responsible**	**Strategy's Expected Result/ Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus staff will implement the Capturing Kids Hearts model to intentionally communicate and create a positive classroom culture by empowering students. Parents will indicate on the Capturing Kids Hearts EOY survey that students share with them about helping the teacher in the classroom, the teacher greeting them at the door, students leading Good Things, using the Social Contract, and closing out class with Launches.	Principal, Assistant Principal, Teachers	This process will result in an increase of 0.5 points on the End of Year Capturing Kids Hearts survey from the 22-23 score of 3.3 to the 23-24 target of 3.8.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.7% to 96% for the 23-24 school year.				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a		***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2		***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a		***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				
Key Strategic Action(s) 4.2.b		***Develop departmental systems and processes that require cross-departmental***				

		functionality and expeditiously meet the needs of campuses, staff, students				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Alisha Cunningham	Principal
Administrator	Bradley Pennington	Assistant Principal
Classroom Teacher	John Rhodes	Teacher
Classroom Teacher	Tiffany Roberson	Teacher
Classroom Teacher	Sabrina Callison	Teacher
Classroom Teacher	Angeli Johnson	Teacher
Classroom Teacher	Devon Baker	Teacher
Paraprofessional	Shauntee Mcmahan	Secretary
Parent	Karen Lucius	Parent
Parent	Bonnie Nulph	Parent
Community Representative	Albert Love	Community Representative
Business Representative	Kristin Love	Business Owner
District Level Professional	Shelle Blaylock	District Administrator
Non-classroom Professional	Brittany Chadwick	Counselor

LaRue Miller Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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Midlothian Balanced Scorecard Priorities

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- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of LaRue Miller Elementary School are:

Student Data:

Grade Level Breakdown:

- *7 Early Elementary Students*
- *16 Pre-K Students*
- *52 Kindergarten Students*
- *79 1st Grade Students*
- *86 2nd Grade Students*
- *93 3rd Grade Students*
- *87 4th Grade Students*
- *84 5th Grade Students*

Ethnicity:

- *0% American Indian or Alaskan Native (1 student)*
- *0% Asian (3 students)*
- *8% Black or African American (39 students)*
- *71% White (357 students)*
- *14% Hispanic/Latino (69 students)*
- *7% 2 or More Races (36 students)*

Gender:

- *Female: 43% (217 Students)*
- *Male: 57% (287 Students)*

Special Populations:

- *Gifted and Talented: 8% (41 students)*

- *Emergent Bilingual: 1% (6 students)*
- *Economically Disadvantaged: 16% (82 students)*
- *Special Education: 18% (93 students)*
- *At Risk: 7% (36 students)*
- *504 Services: 7% (35 students)*

2022-2023 Student Attendance Rate:

- 21-22: 95% Attendance Rate
- 22-23: 95.6% Attendance Rate

Teacher Demographics:

Teacher Ethnicity:

- *White: 97% (36 teachers)*
- *Hispanic: 3% (1 teacher)*

Teacher by Gender:

- *Female: 92% (34 teachers)*
- *Male: 8% (3 teachers)*

Teachers by Years of Experience:

- *Beginning Teachers: 3% (1 teacher)*
- *1-5 Years: 11% (4 teachers)*
- *6-10 Years: 30% (11 teachers)*
- *11-20 Years: 43% (16 teachers)*
- *21-30 Years: 13% (5 teachers)*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	*71*
Out of School Suspension (OSS)	*0*
DAEP	*0*

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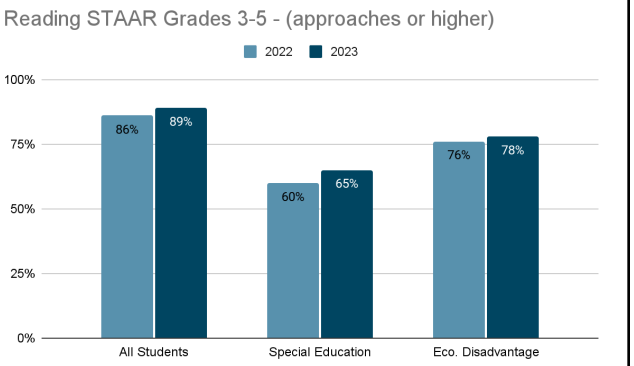
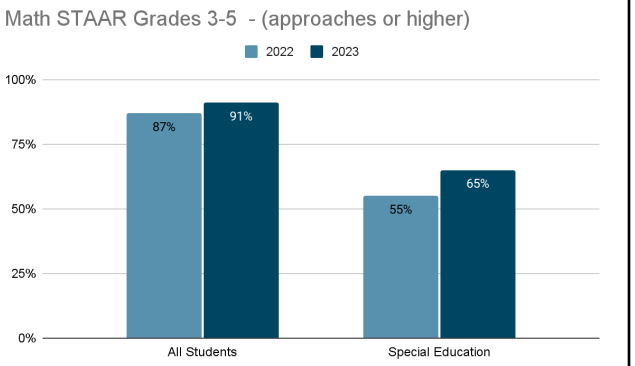
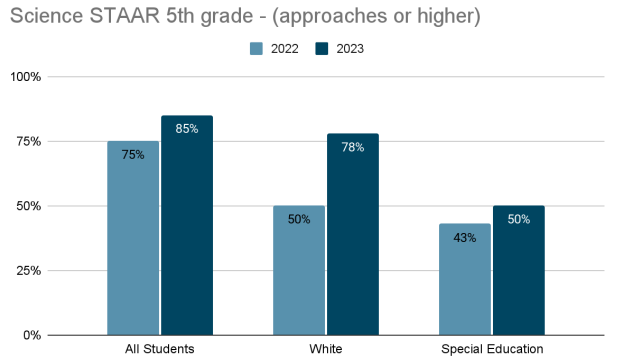
Demographics Strength

STAAR/End of Course Exam Data:







- **49% of Eco Dis in grades 3- 5 meet grade level expectations on the 2023 Reading STAAR**
- **59% of Special Education students in grades 3-5 approached grade level expectations on the 2023 Reading STAAR**

Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math				
	EOY Circle Math				
Kinder	mClass Assessment Math BOY	16%	65%	19%	
	mClass Assessment Math EOY	3%	35%	62%	
1st Grade	mClass Assessment Math BOY	7%	50%	43%	
	mClass Assessment Math EOY	5%	36%	59%	
2nd Grade	Math MAP BOY	18%	82%	29%	8%
	Math MAP EOY	21%	79%	36%	8%
3rd Grade	Math MAP BOY	15%	85%	41%	13%
	Math MAP EOY	21%	79%	55%	21%
	STAAR 2022	12%	88%	67%	39%
	STAAR 2023	17%	83%	49%	23%
4th Grade	Math MAP BOY	13%	87%	60%	36%
	Math MAP EOY	12%	88%	62%	33%
	STAAR 2022	16%	84%	63%	37%
	STAAR 2023	9%	91%	73%	47%
5th Grade	Math MAP BOY	9%	91%	69%	32%
	Math MAP EOY	9%	91%	53%	22%
	STAAR 2022	13%	87%	55%	29%
	STAAR 2023	5%	95%	75%	39%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading				
	EOY Circle Reading				
Kinder	mClass Assessment Reading BOY	27%	24%	22%	27%
	mClass Assessment Reading EOY	6%	9%	43%	42%
1st Grade	mClass Assessment Reading BOY	13%	19%	35%	33%
	mClass Assessment Reading EOY	2%	11%	35%	52%
2nd Grade	Reading MAP BOY	25%	75%	29%	13%
	Reading MAP EOY	20%	80%	37%	15%
3rd Grade	Reading MAP BOY	22%	78%	50%	19%
	Reading MAP EOY	21%	79%	46%	25%
	STAAR 2022	10%	90%	67%	44%
	STAAR 2023	19%	81%	55%	20%
4th Grade	Reading MAP BOY	9%	91%	57%	31%
	Reading MAP EOY	9%	91%	52%	33%
	STAAR 2022	12%	88%	59%	35%
	STAAR 2023	8%	92%	65%	40%
5th Grade 351	Reading MAP BOY	8%	92%	60%	32%
	Reading MAP EOY	15%	85%	59%	29%
	STAAR 2022	20%	80%	58%	37%
	STAAR 2023	7%	93%	73%	37%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Miller	3.17		Miller	3.82		Miller	4.77

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	10%	90%	40%	7%
	Science MAP EOY	7%	93%	58%	20%
	STAAR 2022	25%	75%	44%	21%
	STAAR 2023	15%	85%	56%	28%

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Perceptions

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 unleash curiosity and inspire greatness in every child to foster a love for learning, creativity, and academic excellence.

Motto: Unleashing Curiosity, Inspiring Greatness

Staff retention:

- Staff retention: 81%
- Staff transferred: 8%

Capturing Kids' Hearts Survey from the Beginning of the Year 2022 - to End of the Year 2023

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4.7	3.7	4.6	3.6	4.3
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
4	4.4	4	4.6	3.8	4.3
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, ESGI, Acadiance, Amira, On My Way, Handwriting Without Tears, Heggrety, hand2Mind, Guided Math, Stemscopes Math/Science, FlyLeaf
Tests:	CIRCLE, mClass Assessment, MAP, STAAR
District Resources:	DIGS, Pacing Guides, Wonders, Hand2Mind, Stemscopes, TRS, Studies Weekly
Program Support Services (Extracurricular Activites, After School programs, etc.)	Math Pentathlon, Destination Imagination, YMCA, All City Choir, News Crew, Student Honor Council, Cup Stacking, PALs, REACH council, Boy Scouts, Challenge Lab, Capturing Kids Heart, PLC, Vertical Alignment, Daily Scheduled Intervention (W.I.N), Pink Day Professional Learning, Instructional Support, Mentor teachers
School Processes & Programs Strengths	
Focused systematic plan to improve student growth and scores with personnel to help support the process. All items stated above factor into the success of student belonging, academic achievement, and staff climate/culture.	

Priority 1: Student Success

District Performance Objective: 1.2	All Students Exhibit Yearly Growth in Core Areas
Key Strategic Action(s)	1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Teachers will implement Accelerated Instruction and deliver interventions aligned with MAP growth data and individual student needs."	Teachers, Interventionist, Administrators	Overall STAAR Growth will increase from 81% to 85% Overall MAP growth will increase from 49% to 52%				
Teachers will partner with students to set clear goals, regularly track their progress, and celebrate achievements when they meet their growth targets	Teachers, Interventionist, Administrators	Overall STAAR Growth will increase from 81% to 85% Overall MAP growth will increase from 49% to 52%				

District Performance Objective 1.3	Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching
Key Strategic Action(s)	1.3.a Provide high-quality professional development aligned to student/teacher needs

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Implement content focus groups to align best practices for critical TEKS in	Administrators,	Overall STAAR Growth will increase from 81% to 85%				

Reading, Math, and Science on Pink/Professional Day.	interventionist, iCoach, teachers	Overall MAP growth will increase from 49% to 52%				
Conduct monthly grade level PLC meetings to comprehensively assess curriculum resources, analyze data and student work, and create shared common assessments to guide teacher planning and instruction.	Administrators, interventionist, iCoach, teachers	Increase the percentage of accomplished level or higher on Domain 4 T TESS evaluation system from 36% to 40%				
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 23% from 2023 to 28%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 13% from 2023 to 18%.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 2: Capacity Building and Effective Leadership						
District Performance Objective 2.1		**Systematic Management of Individual Talent**				
Key Strategic Action(s)		2.1.b Support employees throughout onboarding and other employment transitions within MISD				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
New to MISD teachers will participate in the district Mentoring program with campus mentor and have support from peers on campus	Administrators, Mentor Teacher, Team Leads	Increase percentage of staff retention from 81% to 86% for the 23-24 school year				
The administrative team will organize monthly Miller Meet UPs for new teaching staff, aiming to build genuine relationships while supporting their retention and enhancing student success.	Admin, Mentor Teacher,	Increase percentage of staff retention from 81% to 86% for the 23-24 school year				

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District Performance Objective 2.2	Systematic Management of Individual Talent					
Key Strategic Action(s)	2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide avenues for leadership development through Team Leaders, Capturing Kids' Hearts (Capturing Kids' Hearts) Process Champions, Vertical Team Leads and PLCs to assist in creating and facilitating PD on campus.	Administrators, Team Leaders, Content Leaders	Increase the percentage of teachers who participate in a leadership role from 14% to 19% during the 23-24 school year.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1	Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being
Key Strategic Action(s)	3.1c Foster a culture of belonging among students and staff

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Capturing Kids' Hearts planning and grade level implementation of Capturing Kids' Hearts resources from the Capturing Kids' Hearts website.	Process Champion team, teachers, Admin	Increase Capturing Kids' Hearts Student Survey from an average score of 3.8 to 4				
Implementation of Rater/Affirmers, Class Ambassadors, and Affirmations in classrooms to create a sense of belonging.	Teachers, Administrators	Increase Capturing Kids' Hearts Teacher Implementation Survey average score from 4 to 4.3				
Create opportunities that encourage and motivate students and staff to get involved in leading their school such as: Miller News Crew, Student Council, Destination Imagination, Safety Patrol, Math Pentathlon, All-City Choir, Book Buddies, Kindness and Compassion Club, Yearbook, Capturing Kids' Hearts	Administrators, team leads	Increase the number of students and staff actively participating in leadership roles within the school by 11%				

By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.6% to 96% for the 23-24 school year.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				
District Performance Objective 3.2		**Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement**				
Key Strategic Action(s)		3.2b Provide opportunities for staff engagement				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Will hold Process Champions and Team Lead meetings monthly to review upcoming events and get feedback from all grade levels. They will also “showcase” classrooms for other staff members to observe implementation.	Team Leaders, Process Champions Administrators	Increase Staff Capturing Kids' Hearts culture and climate survey from an average score of 4.6 to 4.8				

Teachers and staff will support and inspire students to become leaders through the implementation of the Capturing Kids Hearts Student Ambassador.	Process Champion Team, Admin	Increase Capturing Kids' Hearts Student Survey from an average score of 3.8 to 4 Increase Staff Capturing Kids' Hearts culture and climate survey from an average score 4.6 to 4.8				
Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*				
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				

Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*				
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Katie Bergvall	Principal
Administrator	Candace Burke	Assistant Principal
Classroom Teacher	Karyn Story	Teacher
Classroom Teacher	Stacey Davault	Teacher
Classroom Teacher	Stephanie Daniell	Teacher
Classroom Teacher	Donna Scott	Teacher
Classroom Teacher	Beverly Simmons	Teacher
Classroom Teacher	Lee Mooney	Teacher
Teacher	Scott Fiorenza	PE Coach
Instructional Coach	Jeanne Boniol	iCoach
Parent	Andrea Stetz	Parent
Community Representative	Kate Dudley	Community Representative
Business Representative	Mark Burke	Business Owner
District Level Professional	Becki Krsnak	District Administrator
Non-classroom Professional	Amy Boyd	Counselor

Mt Peak Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Mt Peak Elementary School are:

Student Data:

Grade Level Breakdown:

Example: 112 4th grade students

- *10 Early Elementary Students*
- *18 PreK Students*
- *74 Kindergarten Students*
- *85 1st Grade Students*
- *91 2nd Grade Students*
- *104 3rd Grade Students*
- *107 4th Grade Students*
- *110 5th Grade Students*

Ethnicity: (percents and number of students)

Example: 32% Hispanic (476 students)

- *0% American Indian or Alaskan Native: (2 students)*
- *0% Asian: (1 student)*
- *14% Black or African American: (82 students)*
- *63% White: (380 students)*
- *19% Hispanic/Latino: (112 students)*
- *4% 2 or More Races: (23)*

Gender: (percents and number of students)

- *51% Female: (308 students)*
- *49% Male: (291 students)*

Special Populations: (percents and number of students)

- *3% Gifted and Talented: (12 students)*
- *2% Emergent Bilingual: (12 students)*

- *30% Economically Disadvantaged: (178 students)*
- *19% Special Education: (114 students)*
- *9% At Risk: (51 students)*
- *6% 504 Services: (40 students)*

2022-2023 Student Attendance Rate:

- 21-22: 94.4% Attendance Rate
- 22-23: 95.5% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of teachers)

- *White: 90% (34 teachers)*
- *Hispanic: 3% (1 teacher)*
- *Black or African American: 3% (1 teacher)*

Teacher by Gender: (percents and number of teachers)

- *Female: 95% (37 teachers)*
- *Male: 5% (2 teachers)*

Teachers by Years of Experience:

- *Beginning Teachers: 0*
- *1-5 Years: 6*
- *6-10 Years: 11*
- *11-20 Years: 16*
- *21-30 Years: 6*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	*61 Full Day, 62 half day*
Out of School Suspension (OSS)	*0*
DAEP	*0*

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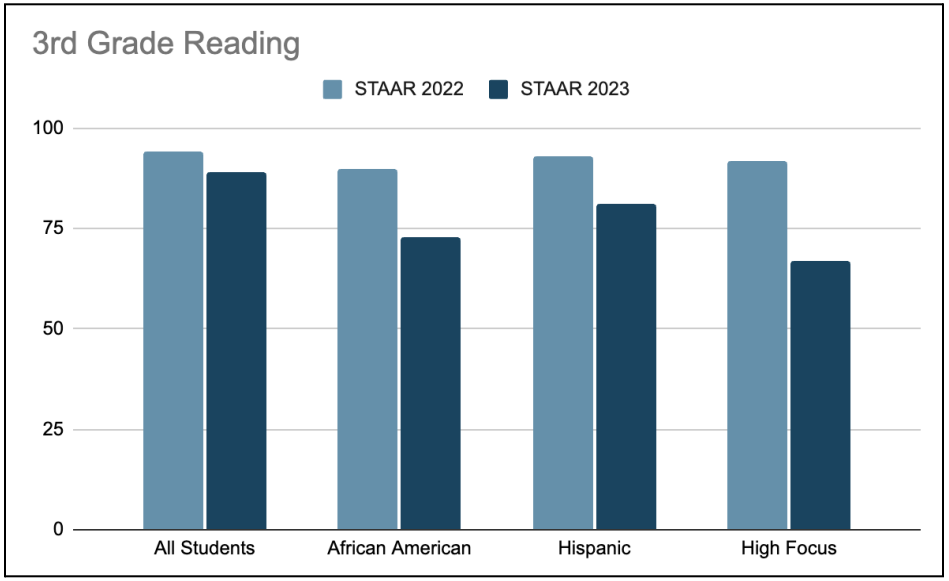
Demographics Strength

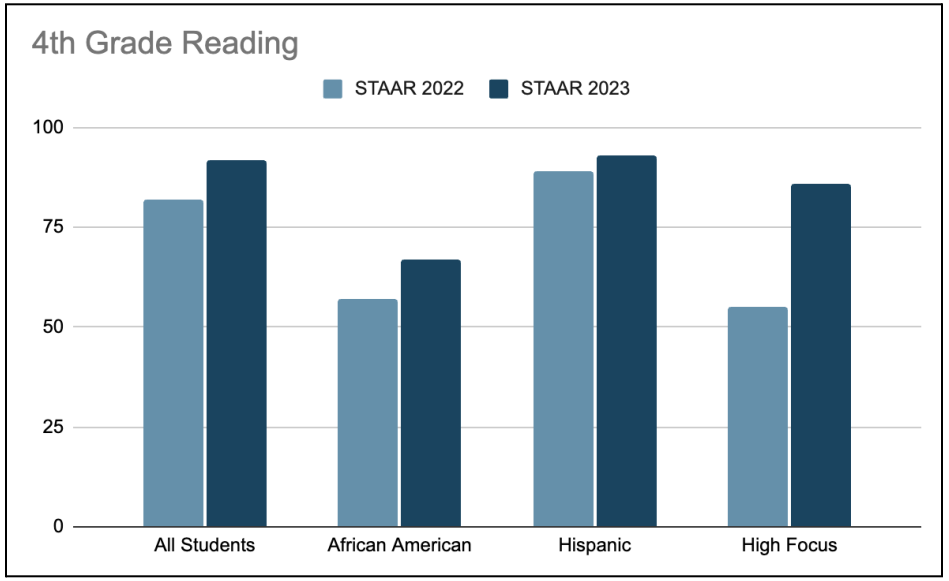
STAAR Exam Data: (Chart) - Approaches or Above % of students

ELAR: (Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)

Reading Strengths:

- **4th Grade increased in all four TEA-designated focus areas.**
- **5th Grade Hispanic Scores Increased**
-





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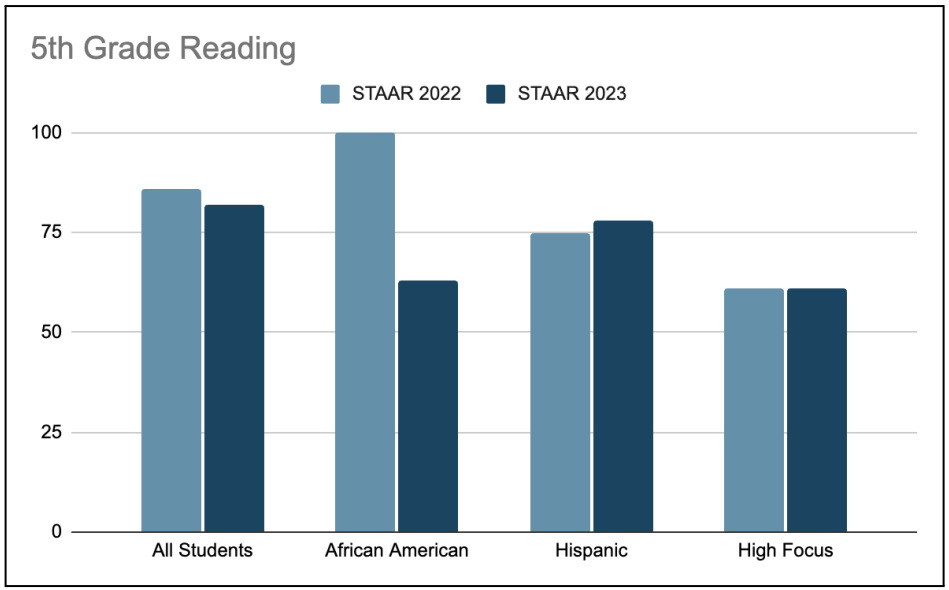

Math: *(Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)*

Math Strengths:

- **3rd and 4th Grade Math scores increased for All Students**
- **3rd and 4th Grade African American population increased significantly**
- **4th Grade High Focus group showed considerable improvement**

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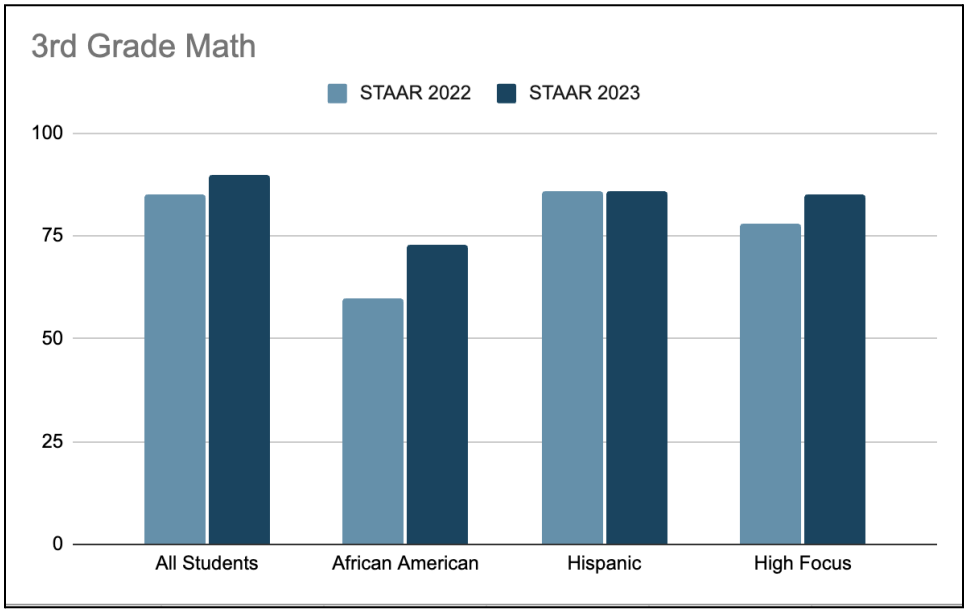
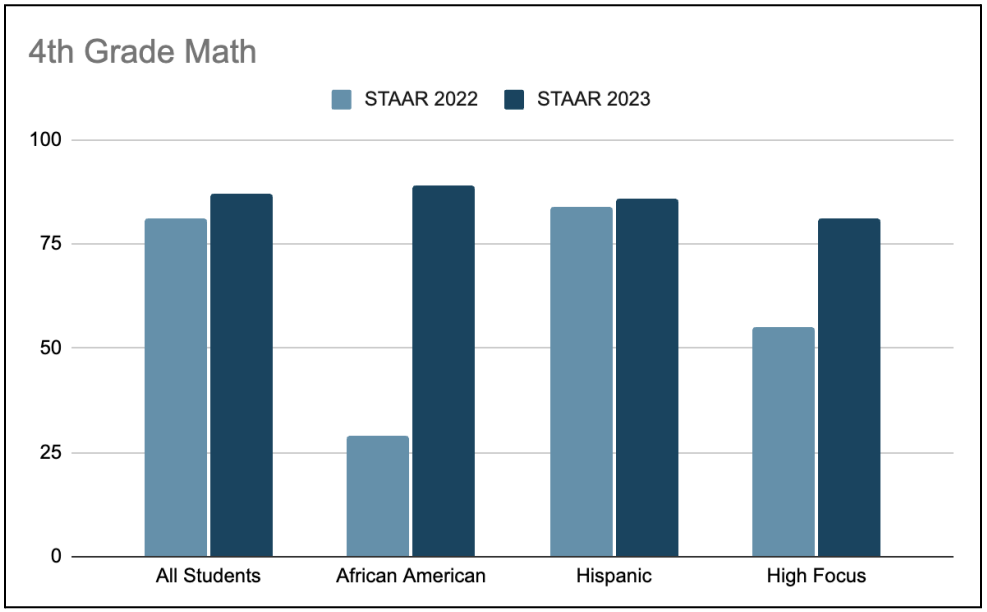
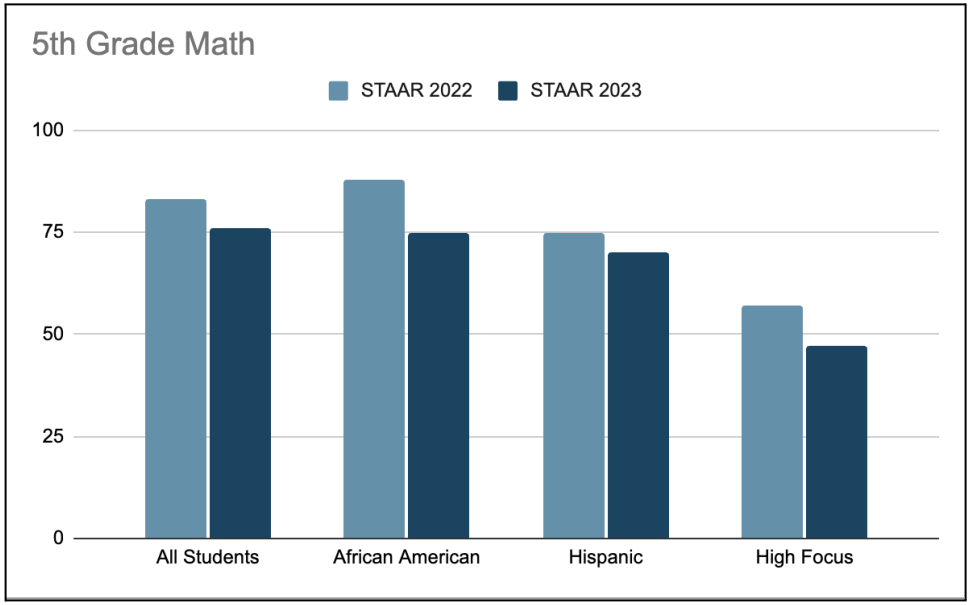
Math Strengths:







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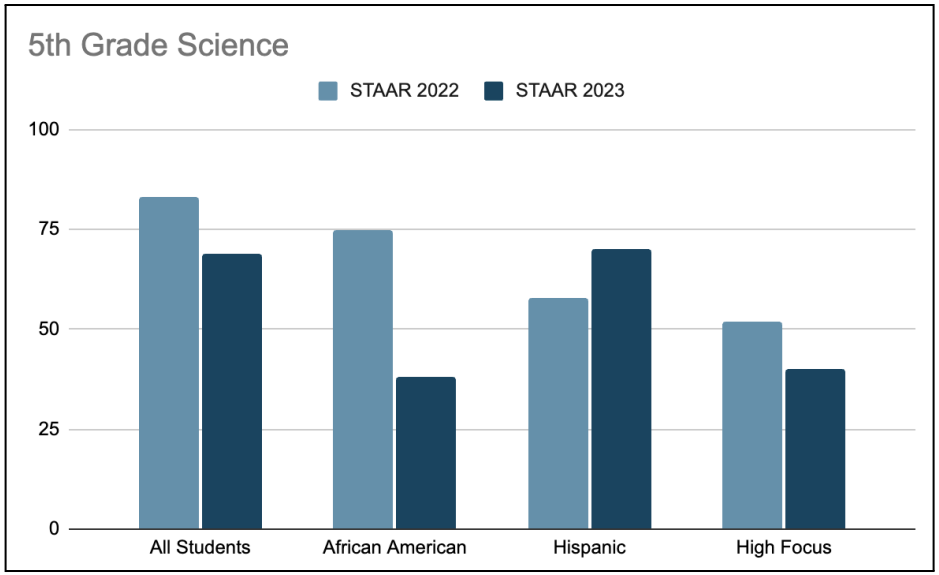
Science:*(Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)*

Science Strengths:

- **2022 Academic Acheivement in Science**
- **Hispanic population increased in 2023**



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Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math				
	EOY Circle Math	31%	n/a	69%	
Kinder	mClass Assessment Math BOY	18%	60%	22%	
	mClass Assessment Math EOY	10%	45%	45%	
1st Grade	mClass Assessment Math BOY	11%	58%	31%	
	mClass Assessment Math EOY	15%	41%	44%	
2nd Grade	Math MAP BOY	35%	65%	21%	4%
	Math MAP EOY	29%	71%	30%	7%
3rd Grade	Math MAP BOY	23%	77%	23%	10%
	Math MAP EOY	21%	79%	37%	11%
	STAAR 2022	14%	86%	54%	28%
	STAAR 2023	11%	89%	55%	23%
4th Grade	Math MAP BOY	18%	82%	51%	27%
	Math MAP EOY	17%	83%	48%	16%
	STAAR 2022	20%	80%	61%	36%
	STAAR 2023	13%	87%	68%	32%
5th Grade	Math MAP BOY	17%	83%	60%	s
	Math MAP EOY	22%	78%	41%	13%
	STAAR 2022	17%	83%	50%	21%
377	STAAR 2023	24%	76%	51%	16%

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading	49%		51%	
	EOY Circle Reading	16%		84%	
Kinder	mClass Assessment Reading BOY	33%	15%	9%	43%
	mClass Assessment Reading EOY	11%	9%	43%	37%
1st Grade	mClass Assessment Reading BOY	20%	19%	35%	26%
	mClass Assessment Reading EOY	8%	9%	41%	42%
2nd Grade	Reading MAP BOY	32%	68%	26%	8%
	Reading MAP EOY	22%	78%	45%	18%
3rd Grade	Reading MAP BOY	27%	73%	41%	14%
	Reading MAP EOY	18%	82%	40%	23%
	STAAR 2022	6%	94%	68%	42%
	STAAR 2023	15%	85%	54%	19%
4th Grade	Reading MAP BOY	14%	86%	51%	25%
	Reading MAP EOY	12%	88%	55%	31%
	STAAR 2022	19%	81%	62%	35%
	STAAR 2023	8%	92%	65%	40%
5th Grade 378	Reading MAP BOY	22%	78%	54%	30%
	Reading MAP EOY	24%	76%	55%	28%
	STAAR 2022	15%	85%	70%	48%
	STAAR 2023	17%	83%	61%	35%

Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Mt Peak	3.06		Mt Peak	3.68		Mt Peak	3.68

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	23%	77%	37%	11%
	Science MAP EOY	18%	82%	46%	22%
	STAAR 2022	17%	83%	50%	23%
	STAAR 2023	31%	69%	40%	20%

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Perceptions

Mission Statement -

The Mt Peak Family will make a positive difference in the lives we touch by putting children first and challenging everyone to reach their full potential.

Student Mission Statement -

I will be respectful, responsible, kind, and save.

Vision -

Students will reach their full potential.

Motto -

If it is to be it is up to me to stand up and be the difference!

Staff retention info -

95% Staff Retention (3 teachers retired, 2 Teachers left the profession)

Info from our Capturing Kids' Hearts Survey

Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
4.3	4.8	4.2	4.7	3.9	4.4
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.7	4.4	3.6	4.6	4	4.1
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Haggerty, ESGI, Acadiance, Number Corner, Guided Math, Flyleaf Decodable Readers
Tests:	ECIRCLE (PK) mClass Assessment, MAP, STAAR, Amira
District Resources:	TRS, DIGS, Wonders, Hand2Mind, StemScopes, Social Studies Weekly
Program Support Services (Extracurricular Activites, After School programs etc.)	Math Pentathlon, All City Choir, Destination Imagination, News Crew, Safety Patrol, Student Council, Classroom Buddies
School Processes & Programs Strengths	
Regularly scheduled monthly Committee Meetings, District Planning Days (Pink Days), iCoach support, Mentor Teachers, Vertical Alignment Meetings, Daily scheduled intervention time (30 minutes), RTI program, Master Schedule that prioritizes uninterrupted instructional blocks, Capturing Kids Hearts, PALS, REACH Council, Challenge Lab, PTO Programs, and Calibration Walks. All things listed above factor into student achievement and success and an increase in the sense of belonging for all students and staff.	

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Priority 1: Student Success						
District Performance Objective 1.2		**All Students Exhibit Yearly Growth in Core Areas**				
Key Strategic Action(s)		1.2.a Annually increase the percentage of students reading at or above grade level by grade 3				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
All teachers will collaborate in data meetings and PLCs on Pink weeks to analyze student data to develop targeted instruction plans for the needs of their learners.	iCoach, Administrative Staff, Curriculum Coordinators	STAAR Student Growth will increase from 65% to 70% by the 23-24 school year.				
Through Tier 1 Instruction, teachers will continue implementing the Science of Teaching Reading Practices to meet the individual needs of each learner in their classrooms with the use of district resources, small group instruction, intentionally targeted instruction, and student goal setting.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	mClass Assessment Reading Expected Results: The percentage of Kindergarten students that score on level or above in mClass Assessment Reading BOY will increase from 42% to 70% EOY. The percentage of 1st-grade students that score on level or above in mClass Assessment Reading BOY will increase from 73% to 80% EOY. The percentage of 2nd-grade students that score on level or above in mClass Assessment Reading BOY will increase from 58% to 70% EOY.				

District Performance Objective 1.2	All Students Exhibit Yearly Growth in Core Areas
Key Strategic Action(s)	1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Teachers will strategically organize students into performance groups, facilitating a systematic approach to monitor and evaluate student progress on a monthly basis.	Teachers, Administrative Staff	STAAR Student Growth will increase from 65% to 70% by the 23-24 school year.				
Teachers will engage in collaborative goal-setting with students, monitoring their progress and celebrating the achievement of their growth goals on the Map Assessment Teachers will utilize Progress Learning between assessment to improve student performance	Teachers, Administrative Staff	MAP overall Growth scores will increase from 57% (22-23) to 65% by the end of 23-24				
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 24% from 2023 to 29%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 19% from 2023 to 24%.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1	**Systematic Management of Individual Talent**
Key Strategic Action(s)	2.1.b Support employees throughout onboarding and other employment transitions within MISD

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers new to the district will be assigned a mentor teacher to support the transition to Midlothian ISD.	Campus Administrators, Mentor Teachers	Grow staff retention rate from 87% in the 21-22 school year to 95% in the 23-24 Staff retention for 22-23 School year was 95%.				

District Performance Objective 2.2	**Systematic Management of Individual Talent**
Key Strategic Action(s)	2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide leadership opportunities through Process Champions, Team Leaders, Committee Team Leaders and presenting Professional Development		Grow leadership opportunities from 25% in 22-23 to 30% in 23-24.				

to build leadership efforts on campus, as well as recognizing teachers with exemplary profiles and high growth.						

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 3: Culture, Climate, and Safety						
District Performance Objective 3.1		**Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being**				
Key Strategic Action(s)		3.1c Foster a culture of belonging among students and staff				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers and Administrative staff will create opportunities that motivate and encourage students to get involved and show leadership skills. Through various activities and events, students are encouraged to maximize their potential. ● Mt Peak News Crew ● Student Council ● Principal's Student Advisory Committee ● Destination Imagination ● All-City Choir ● Math Pentathlon ● Student Ambassadors ● Launch Leaders ● Stelter's Buddies ● Safety Patrol	Teachers, Administration, Librarian	The student leadership opportunities process will result in an increase of 0.3 points on the End of the Year (EOY) Capturing Kids Hearts survey from the 22-23 score of 3.9 to the 23-24 target score of 4.2 on the Student category of the survey.				

Campus Non-Negotiables (Greeting at the Door, Good Things, Daily Launch, and Affirmations) will be implemented by all teachers every day in order to build relational capacity with students.		A drop in In School Suspension placements by 10% 61 Half Day and 62 Full Day Placements for 22-23				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

District Performance Objective 3.2	Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement
Key Strategic Action(s)	3.2.a Provide opportunities for student engagement 3.2 c Provide opportunities for parent and community engagement

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Teachers and staff will empower students to be effective leaders using the Capturing Kids Hearts Student Ambassador framework.	Teachers	Increase Student EOY survey average from 3.9 in 21-23 to 4.2 in 23-24 (4 NSS Baseline)				
Host monthly Student PepRallies to recognize students in each class representing the monthly Capturing Kids' Hearts trait, improved/great behavior, and all around great students. Parents are invited to attend to celebrate the students.	Teacher, Administration	By increasing the opportunities for positive parent involvement on campus we will see a .3 increase in the Capturing Kids' Hearts parent survey from 4.4 to 4.7 on the EOY Capturing Kids' Hearts survey.				
By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.5% to 96% for the 23-24 school year.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a	***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				

Performance Objective 4.2	***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a	***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		***Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Adam Henke	Principal
Administrator	Tiffany Peterman	Assistant Principal
Classroom Teacher	Sarah Lang	Teacher
Classroom Teacher	Rachel Clary	Teacher
Classroom Teacher	Karen Steele	Teacher
Classroom Teacher	Carie Williams	Teacher
Classroom Teacher	Devonne Ray	Teacher
Classroom Teacher	Braiden Foster	Teacher
Classroom Teacher	Michele Steinfeld	Teacher
Classroom Teacher	Sharee Cobb	Teacher
Classroom Teacher	Tessa Stinson	Teacher
Classroom Teacher	Yvonne Underwood	Teacher
Classroom Teacher	Alicia Farmer	Teacher
Parent	Emily Heitman	Parent
Parent	Anna Hammonds	Parent
Community Representative	Nella Faye Isom	Community Representative
Business Representative	Danny Gildea	Business Owner
Business Representative	Demarie Mendez	Business Owner
District Level Professional	Shelle Blaylock	District Administrator
Non-classroom Professional	Wendy Waldroup	Counselor

J.A Vitovsky Elementary

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of J.A. Vitovsky Elementary School are:

Student Data:

Grade Level Breakdown:

- *5 EE Students*
- *38 Pre-K Grade Students*
- *93 Kindergarten Grade Students*
- *96 1st Grade Students*
- *87 2nd Grade Students*
- *88 3rd Grade Students*
- *100 4th Grade Students*
- *109 5th Grade Students*

Ethnicity: (percents and number of students)

- *0% American Indian or Alaskan Native: (1 students)*
- *2% Asian: (13 students)*
- *19% Black or African American: (120 Students)*
- *30% White: (186 students)*
- *44% Hispanic/Latino: (274 students)*
- *5% 2 or More Races: (32 students)*

Gender: (percents and number of students)

- *46% Female: (282 students)*
- *54% Male: (332 students)*

Special Populations: (percents and number of students)

- *3% Gifted and Talented: (17 students)*
- *22% Emergent Bilingual: (133 students)*

- *61% Economically Disadvantaged: (372 students)*
- *17% Special Education: (106 students)*
- *30% At Risk: (183 students)*
- *7% 504 Services: (40 students)*

2022-2023 Student Attendance Rate:

- 21-22: 93.4% Attendance Rate
- 22-23: 94.1% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White:* 66%
- *Hispanic:* 28%
- *Black or African American: 2%*

Teacher by Gender: (percents and number of students)

- *Female:* 94%
- *Male:* 6%

Teachers by Years of Experience: (percents and number of students)

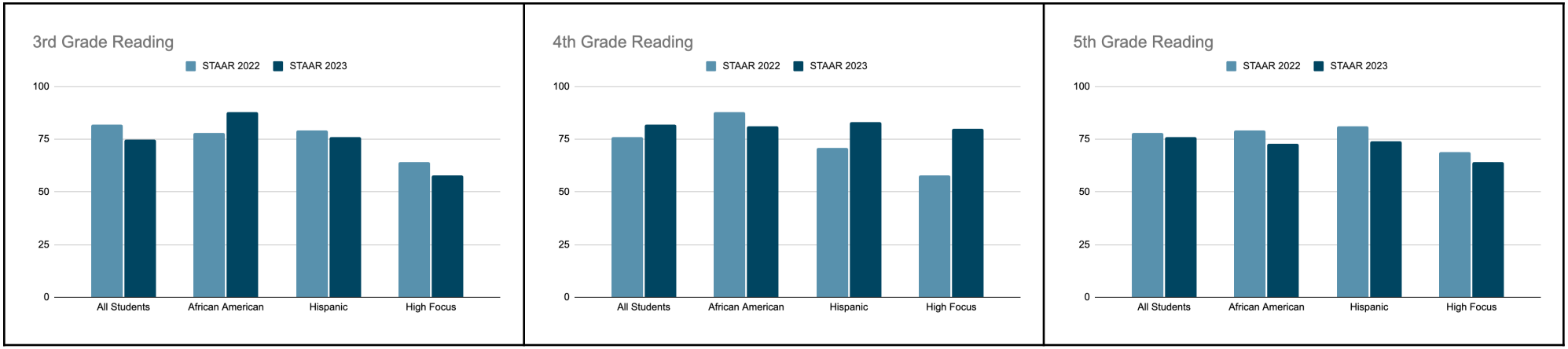
- *Beginning Teachers:* 0
- *1-5 Years:* 11
- *6-10 Years:* 10
- *11-20 Years:* 25
- *21-30 Years:* 1
- *Over 30 Years:* 0

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	32
Out of School Suspension (OSS)	0
DAEP	0

Demographics Strength

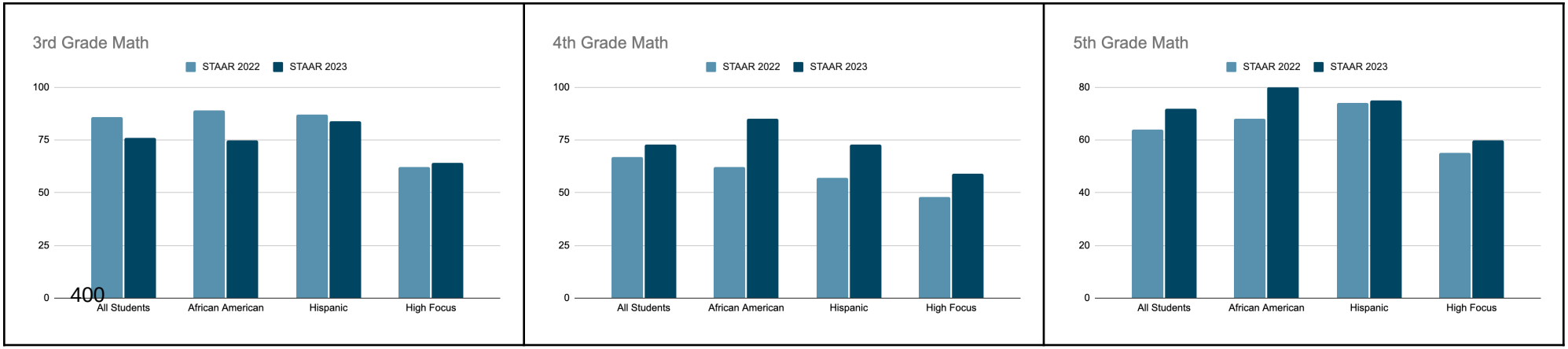
Reading *(Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)*



Reading Strengths:

- **3rd Grade African American population increased 10%**
- **4th Grade Hispanic population increased 12%**
- **4th Grade High Focus group increased 22%**

Math *(Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)*



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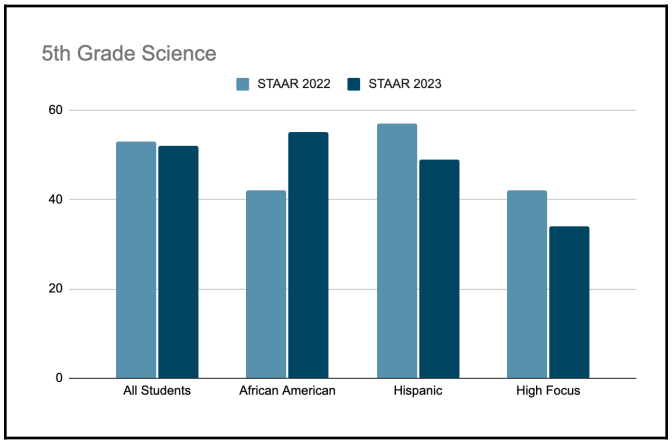
Math Strengths:

- **3rd Grade High Focus scores increased**
- **All 4th grade groups increased scores considerably**
- **All 5th grade groups increased**

Science *(Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)*



Science Strengths:

- **African American scores increased 13%**
- **Overall progress was maintained between the two years**

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Student Achievement

Math

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Math mClass Assessment)
PK	BOY Circle Math	11% E, 11% Sp	n/a	89% E, 89% Sp	
	EOY Circle Math	0% E, 30% Sp	n/a	100% E, 70%Sp	
Kinder	mClass Assessment Math BOY	19%	57%	24%	
	mClass Assessment Math EOY	21%	40%	39%	
1st Grade	mClass Assessment Math BOY	21%	48%	31%	
	mClass Assessment Math EOY	7%	34%	59%	
2nd Grade	Math MAP BOY	42%	58%	21%	
	Math MAP EOY	26%	74%	36%	
3rd Grade	Math MAP BOY	39%	61%	18%	
	Math MAP EOY	37%	63%	32%	
	STAAR 2022	24%	76%	45%	
	STAAR 2023	25%	75%	41%	
4th Grade	Math MAP BOY	30%	70%	37%	
	Math MAP EOY	27%	73%	28%	
	STAAR 2022	33%	67%	39%	
	STAAR 2023	27%	73%	48%	
5th Grade	Math MAP BOY	26%	74%	32%	
	Math MAP EOY	30%	70%	31%	
	STAAR 2022	36%	64%	36%	
402	STAAR 2023	28%	72%	42%	

Reading

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
PK	BOY Circle Reading	E- 13% S - 11%		E - 87% S- 89%	
	EOY Circle Reading	E- 0% S - 20%		E- 100% S - 80%	
Kinder	mClass Assessment Reading BOY	34%	22%	20%	
	mClass Assessment Reading EOY	23%	15%	40%	
1st Grade	mClass Assessment Reading BOY	29%	29%	33%	
	mClass Assessment Reading EOY		7%	18%	
2nd Grade	Reading MAP BOY	35%	65%	28%	
	Reading MAP EOY	16%	84%	38%	
3rd Grade	Reading MAP BOY	34%	66%	36%	
	Reading MAP EOY	36%	64%	27%	
	STAAR 2022	18%	82%	41%	
	STAAR 2023	25%	75%	56%	
4th Grade	Reading MAP BOY	23%	77%	39%	
	Reading MAP EOY	33%	67%	33%	
	STAAR 2022	28%	72%	46%	
	STAAR 2023	18%	82%	43%	
5th Grade	Reading MAP BOY	32%	68%	31%	
	Reading MAP EOY	34%	66%	32%	
	STAAR 2022	22%	78%	40%	
	STAAR 2023	24%	76%	39%	

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Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Vitovsky	2.65		Vitovsky	2.89		Vitovsky	3.38

5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	39%	61%	19%	
	Science MAP EOY	33%	67%	25%	
	STAAR 2022	43%	57%	26%	
	STAAR 2023	48%	52%	21%	

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Perceptions

Mission Statement-

Through intentional actions and building meaningful relationships, we will grow influential leaders. We will create learning experiences that meet the needs of the whole child. Sparking success for today and unlocking potential for tomorrow.

Vision-

Our J.A. Vitovsky family inspires excellence and commits to nurture and empower all students in reaching their unlimited potential.
Statement of Purpose

Info from our Capturing Kids' Hearts Survey

Campus Summary: 2022-2023 CKH Premium Survey					
CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.5	3.8	3.5	4.3	3.8	4.3
NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline
4.1	4	4.1	4.5	4	4

Campus Summary: 2022-2023 End of Year Survey					
CKH Overall Implementation	CKH Leader Implementation	CKH Teacher Implementation	Teacher/Staff Culture/Climate	Student	Family
3.8	4.7	3.8	4.4	3.9	4.2
NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline	NSS Baseline
4.1	4	4.1	4.5	4	4

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Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, Progress Learning, iReady, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Heggerty, ESGI, Acadiance, Number Corner, Guided Math, Flyleaf Decodable Readers
Tests:	CIRCLE (PK) mClass Assessment, MAP, STAAR, Amira
District Resources:	TRS, DIGS, Wonders, Hand2Mind, StemScopes, Social Studies Weekly
Program Support Services (Extracurricular Activities, After School programs etc.)	Math Pentathlon, All City Choir, Destination Imagination, News Crew, Safety Patrol, Student Council
School Processes & Programs Strengths	
Regularly scheduled monthly Committee Meetings, District Planning Days (Pink Days), iCoach support, Mentor Teachers, Vertical Alignment Meetings, Daily scheduled intervention time (45 minutes), RTI program, Master Schedule that prioritizes uninterrupted instructional blocks, Capturing Kids Hearts, PALS, PTO Programs, and Calibration Walks. All things listed above factor into student achievement and success and an increase in the sense of belonging for all students and staff.	

Priority 1: Student Success

District Performance Objective **1.2**	*All Students Exhibit Yearly Growth in Core Areas*
Key Strategic Action(s)	*Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Implement a campus wide 9 week summative assessment protocol that includes a streamlined process for analyzing data to help create reteach and small group instructional plans that incorporate our RTI specialists to help ensure growth for all students including all our sub-populations of students.	Principal, Assistant Principal, iCoach, Teachers	**Title I:** STAAR Overall Student Growth will increase from % to % by the 24-25 school year. MAP overall percentage of students who met their growth goals will increase by 5% in the targeted areas: • 4th-grade Math growth will increase from 50% to 55% • 5th-grade Math growth will increase from 44% to 49% • 3rd-grade Reading growth will increase from 47% to 52% • 4th-grade Reading growth will increase from 43% to 48% • 5th-grade Reading growth will increase from 49% to 54% • 4th-grade Science growth will increase from 50% to 55% • 5th-grade Science growth will increase from 53% to 58%				YES
Provide data driven, researched based practices in Tier 1 instruction, review	Principal, Assistant	**Title I:** By the end of the 2023/24 school year, the number of students performing				YES

lesson plans and complete walkthroughs for all teachers to create a feedback cycle of growth.	Principal, iCoach, Teachers	at Approaches grade level will increase by 5% in the targeted areas: • 3rd-grade reading: Approaches rating will increase from 76% to 81% • 3rd-grade math: Approaches rating will increase from 64% to 72% • 4th-grade reading: Approaches rating will increase from 82% to 87% • 4th-grade math: Approaches rating will increase from 73% to 78% • 5th-grade math: Approaches rating will increase from 72% to 77% • 5th-grade reading: Approaches rating will increase from 76% to 81% • 5th-grade science: Approaches rating will increase from 52% to 57%				
District Performance Objective 1.3		*Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching.*				
Key Strategic Action(s)		*Enhance student learning through innovative instructional practices and tools.*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Align campus PD to the needs of the teachers determined by campus walkthroughs and 9 week summative assessment data, including specific training for bilingual/ESL, as well as Special Ed in the Gen Ed classroom.	Principal, Assistant Principal, iCoach, Teachers	By the end of the 2023/24 school year, the teacher overall satisfaction percentage on the MISD end of year survey will increase from 12% to 22% in the strongly agree category.				

Teachers will create TEK-aligned lesson plans, aligned to district-approved curriculum, reviewed by campus administrators. Teachers will receive feedback and guidance to improve Tier I instructional strategies.	Principal and Assistant Principal	By the end of the 2023/24 school year, teachers' overall Domain 2 T-TESS evaluation will increase 5% in the accomplished category.				
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 9% from 2023 to 14%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 11% from 2023 to 16%.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1	*Recruit and Retain High-potential Talent*
Key Strategic Action(s)	*Support employees throughout onboarding and other employment transitions within MISD*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Implementation of a 3 tiered support system that includes: Tier 1 school wide supports- resources and professional development. Tier 2 Teacher Team Supports- PLC. Tier 3 Individual support- coaching and feedback.	Principal, Assistant Principal, iCoach	Increase yearly teacher retention rate from 74% to 84%.				
Intentional process for recognizing teacher/staff growth and accomplishments, including Teacher and Staff of the month awards during monthly Capturing Kids' Hearts awards assemblies.	Principal, Assistant Principal, iCoach, Councilor	Increase Staff Capturing Kids' Hearts (Capturing Kids' Hearts) Culture and Climate Survey from 4.4 to a 5.				

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District Performance Objective 2.2	*Systematic Management of Individual Talent*
Key Strategic Action(s)	*Establish systems of support and development opportunities for all staff aligned to their esteemed potential.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Team leads will use 9 week summative assessment data to create professional development for pink days to address campus perceived growth and development needs.	Principal, Assistant Principal, iCoach, Team leads	An annual survey of staff will show that 80% or more campus staff will report that campus professional development was aligned to their own perceived needs.				
Team leaders will collaborate with the campus administrative team to provide instructional feedback to strengthen Tier 1 instruction through learning walks.	Principal, Assistant Principal, iCoach, Team leads	By the end of the 2023/2024 school year, campus calibration walk aligned instruction will increase 10% from the start of the school year baseline.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

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Priority 3: Culture, Climate, and Safety						
District Performance Objective 3.1		*Commit to MISD Cultural Tenets in a way that ensures staff and student well-being*				
Key Strategic Action(s)		*Foster a culture of belonging among students and staff*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Implement Capturing Kids' Hearts (Capturing Kids' Hearts) strategies with fidelity at every grade level.	Principal, Assistant Principal, iCoach, Councilor, Teachers	Increase Capturing Kids' Hearts (Capturing Kids' Hearts) Student survey average score from 3.9 to 4.3.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

Establish Attendance Committee protocols for monitoring ADA data and proactive campus initiative.	Principal, Assistant Principal, Attendance Committee	Increase the average ADA percentage from 94.1% to 96%.				
District Performance Objective 3.2		*Strive to be a listening and learning organization aligned with stakeholder engagement.*				
Key Strategic Action(s)		*Provide opportunities for staff engagement.*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Family Engagement: The campus will build a collaborative partnership with families through open communication, campus events including math and science night, support and resource networks	Principal, Assistant Principal, Councilor	**Title I:** Host at least 3 Family engagement events for parents such as: Math and Science night, Literacy Night, and Community Support Information events. Attendance incentives provided will include refreshments and support materials.				YES

The campus will conduct monthly Capturing Kids' Hearts character trait assemblies, and student celebrations and recognition.	Principal, Assistant Principal, Councilor	Increase Capturing Kids' Hearts (Capturing Kids' Hearts) Parent survey average score from 4.2 to 4.5.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a		***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2		***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a		***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		***Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		***Build system capacity to ensure intentional financial solvency for maximization of district resources***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**		**#2** **#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Title I Personnel

Name	**Position**	**Program**	**FTE**
Marla Monreal	**RTI Specialist- Bilingual**		**Yes**
Aimee Kennedy	**RTI Specialist**		**Yes**

State Compensatory

Budget for Vitovsky Elementary

Total SCE Funds: 289,950
Total FTEs Funded by SCE: 11

Name	Position	FTE
Yvette Hernandez	SPED Aide- CM/Inclusion	25%
Morgan Stewart-Kim	ESL	50%
Maikely Vent	1st Grade- Bilingual	100%
Veronica Pineda	2nd Grade- Bilingual	100%
Isabella Vela	3rd Grade- Bilingual	100%
Martha Franco	4th Grade- Bilingual ELAR/SS	100%
Alma Padilla-Cruz	5th Grade- Bilingual	100%
Maria Vasquez	5th Grade- Bilingual	100%
Carolina Cotton	Kinder- Bilingual	100%
Cintia Moreno	Kinder- Bilingual	100%
Brenda White	Pre-K- Bilingual	50%

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Napoleon Leiva	Principal
Administrator	Amber Hollins-Johnson	Assistant Principal
Classroom Teacher	Rachel Turner	Teacher
Classroom Teacher	Ashley Elliott	Teacher
Classroom Teacher	Keyla Drake	Teacher
Classroom Teacher	Maria Vasquez	Teacher
Classroom Teacher	Ashley Brasier	Teacher
Paraprofessional	Maria Macias	Receptionist
Parent	Arianne Vaughn	Parent
Parent	Christina Benedict	Parent
Community Representative	Stefany Torres	Community Representative
Business Representative	Ryan Mason	Business Owner
District Level Professional	Vanessa Colon	District Administrator
Non-classroom Professional	Haley Irby	Counselor

Earl & Marthalu Dieterich MS

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

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Comprehensive Needs Assessment

Demographics

The Demographics of Dieterich Middle School are:

Student Data:

Grade Level Breakdown:

- *6th Grade Students: 314*
- *7th Grade Students: 336*
- *8th Grade Students: 340*

Ethnicity:

- *American Indian or Alaskan Native: 0.20% (2 students)*
- *Asian: 1.21% (12 students)*
- *Black or African American: 14.44% (143 students)*
- *White: 59.09% (585 students)*
- *Hispanic/Latino: 20.30% (201 students)*
- *2 or More Races: 4.75% (47 students)*

Gender:

- *Female: 45.45% (450 students)*
- *Male: 54.55% (540 students)*

Special Populations:

- *Gifted and Talented: 6.87% (68 students)*
- *English Language Learner: 5.25% (52 students)*
- *Economically Disadvantaged: 25.76% (255 students)*
- *Special Education: 15.35% (152 students)*
- *At Risk: 33.43% (331 students)*
- *504 Services: 13.33% (132 students)*

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2022-2023 Student Attendance Rate:

- 21-22 - 95.50% Attendance Rate
- 22-23 - 95.90% Attendance Rate

Teacher Demographics:

Teacher Ethnicity:

- *White: 89.1%*
- *Hispanic: 7.4%*
- *Black or African American: 3.8%*

Teacher by Gender:

- *Female: 73%*
- *Male: 27%*

Teachers by Years of Experience:

- *Beginning Teachers: 1*
- *1-5 Years: 11*
- *6-10 Years: 12*
- *11-20 Years: 22*
- *21-30 Years: 9*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	**Total Count**
In School Suspension (ISS)	*302*
Out of School Suspension (OSS)	*34*
DAEP	*27*

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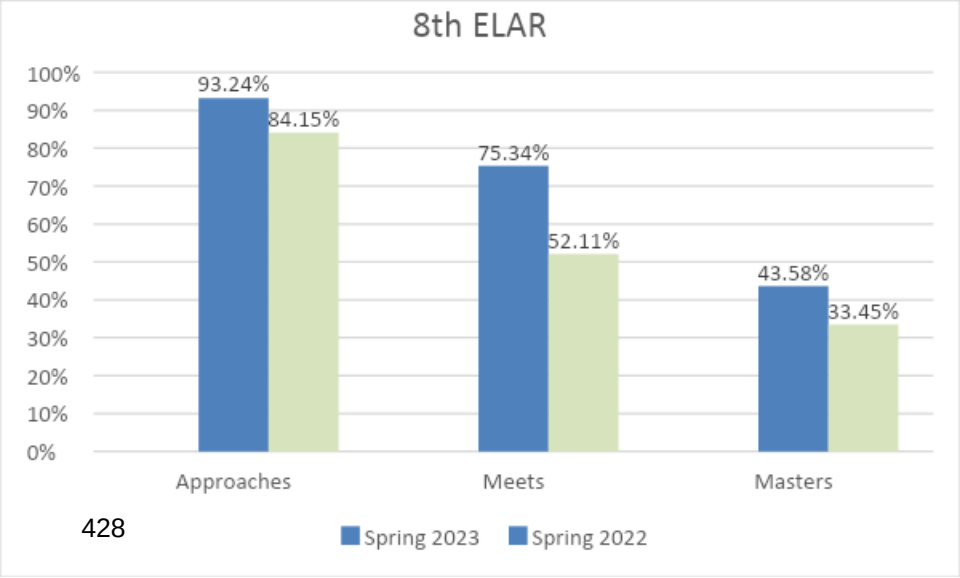
Demographic Strengths & Student Achievement

8th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	296	36	1774	64.44%	93.24%	75.34%	43.58%
Economic Disadvantage	80	33	1732	58.48%	90%	62.50%	31.25%
American Indian/Alaskan Native	1	37	1768	66.07%	100%	100%	0%
Black/African American	42	35	1758	61.78%	92.86%	69.05%	33.33%
Hispanic	69	36	1770	64.39%	94.20%	76.81%	43.48%
Two or More Races	17	40	1814	71.64%	100%	94.12%	47.06%
White	166	36	1776	64.44%	92.17%	74.10%	46.39%
Currently Emergent Bilingual	9	31	1717	55.75%	88.89%	55.56%	22.22%
Fourth Year of Monitoring	1	40	1803	71.43%	100%	100%	100%
Special Ed Indicator	34	22	1612	39.02%	61.76%	17.65%	5.88%



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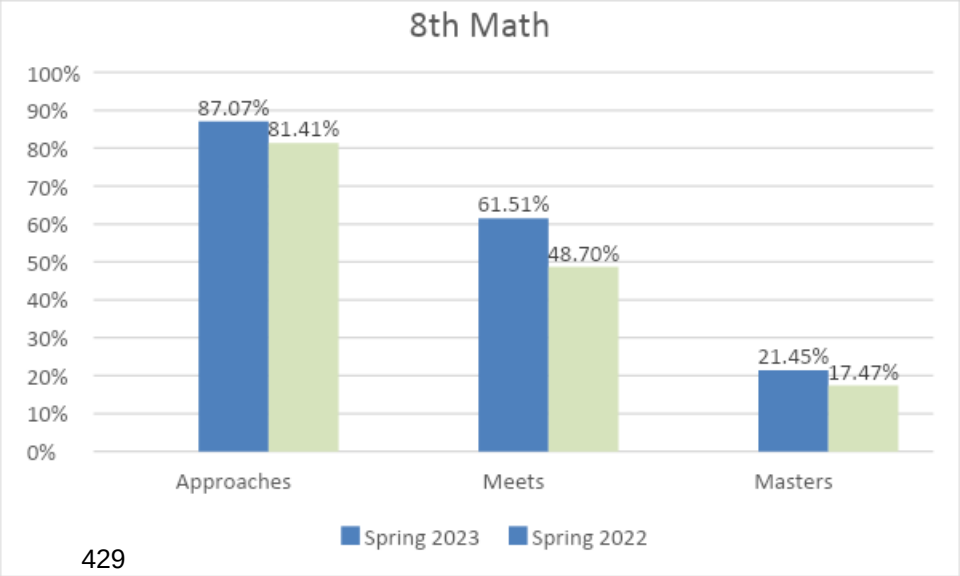
8th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*317*	*28*	*1903*	*58.96%*	*87.07%*	*61.51%*	*21.45%*
Economic Disadvantage	*80*	*26*	*1868*	*53.44%*	*80%*	*50%*	*13.75%*
Asian	*1*	*35*	*1977*	*72.92%*	*100%*	*100%*	*0%*
Black/African American	*42*	*27*	*1889*	*56.60%*	*83.33%*	*61.90%*	*19.05%*
Hispanic	*68*	*28*	*1896*	*57.72%*	*86.76%*	*58.82%*	*22.06%*
Two or More Races	*19*	*32*	*1960*	*66.23%*	*100%*	*73.68%*	*31.58%*
White	*187*	*28*	*1902*	*59.14%*	*86.63%*	*60.96%*	*20.86%*
Currently Emergent Bilingual	*9*	*26*	*1880*	*54.40%*	*77.78%*	*55.56%*	*22.22%*
Fourth Year of Monitoring	*3*	*37*	*2014*	*77.08%*	*100%*	*100%*	*66.67%*
Special Ed Indicator	*35*	*19*	*1777*	*39.40%*	*45.71%*	*22.86%*	*8.57%*



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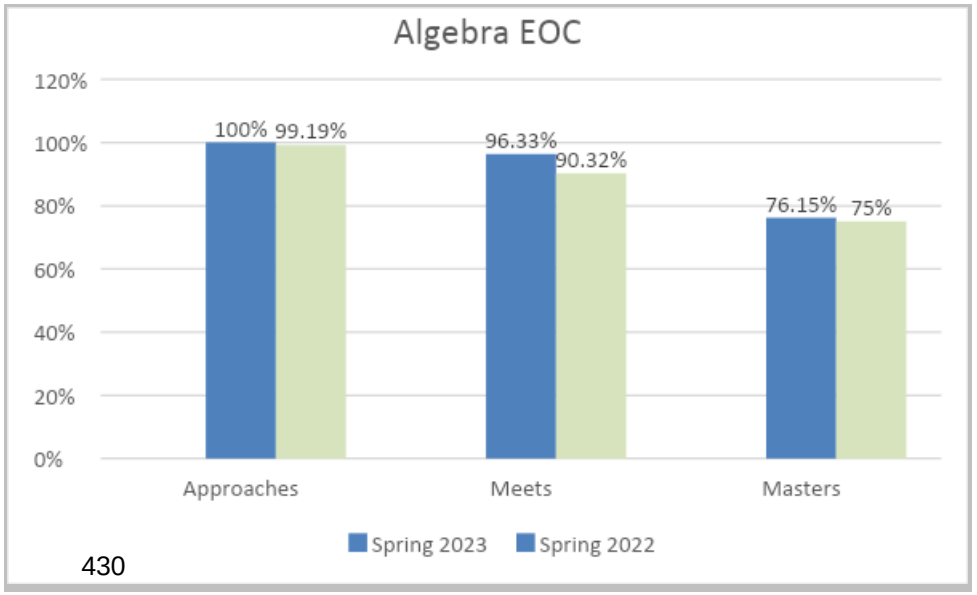
Algebra EOC Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*109*	*45*	*4621*	*76.66%*	*100%*	*96.33%*	*76.15%*
Economic Disadvantage	*13*	*41*	*4390*	*69.75%*	*100%*	*84.62%*	*61.54%*
American Indian/Alaskan Native	*1*	*48*	*4688*	*81.36%*	*100%*	*100%*	*100%*
Black/African American	*12*	*40*	*4317*	*67.37%*	*100%*	*91.67%*	*50%*
Hispanic	*23*	*44*	*4518*	*73.99%*	*100%*	*91.30%*	*73.91%*
Two or More Races	*9*	*45*	*4599*	*76.08%*	*100%*	*100%*	*66.67%*
White	*64*	*47*	*4717*	*79.37%*	*100%*	*98.44%*	*82.81%*
Currently Emergent Bilingual	*1*	*40*	*4303*	*67.80%*	*100%*	*100%*	*0%*
Fourth Year of Monitoring	*1*	*50*	*4817*	*84.75%*	*100%*	*100%*	*100%*
Special Ed Indicator	*1*	*48*	*4688*	*81.36%*	*100%*	*100%*	*100%*



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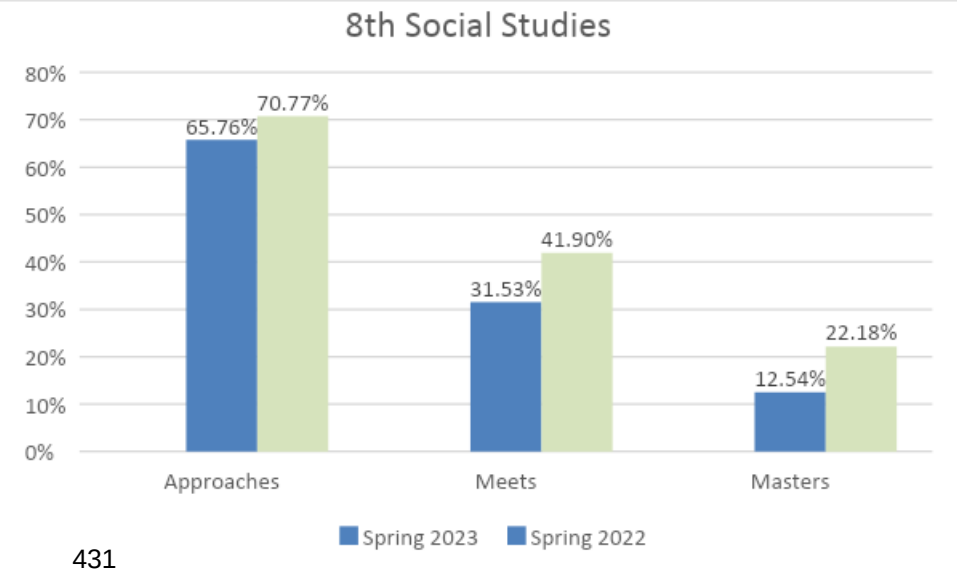
8th Grade Social Studies Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*295*	*25*	*3758*	*50.63%*	*65.76%*	*31.53%*	*12.54%*
Economic Disadvantage	*79*	*21*	*3566*	*43.84%*	*54.43%*	*16.46%*	*3.80%*
American Indian/Alaskan Native	*1*	*29*	*3947*	*59.18%*	*100%*	*0%*	*0%*
Black/African American	*42*	*23*	*3646*	*47.13%*	*64.29%*	*26.19%*	*2.38%*
Hispanic	*69*	*25*	*3798*	*52%*	*68.12%*	*33.33%*	*15.94%*
Two or More Races	*17*	*25*	*3786*	*51.86%*	*70.59%*	*29.41%*	*11.76%*
White	*166*	*25*	*3765*	*50.76%*	*64.46%*	*32.53%*	*13.86%*
Currently Emergent Bilingual	*8*	*23*	*3676*	*47.45%*	*50%*	*37.50%*	*12.50%*
Fourth Year of Monitoring	*1*	*36*	*4352*	*73.47%*	*100%*	*100%*	*100%*
Special Ed Indicator	*34*	*15*	*3190*	*29.65%*	*14.71%*	*0%*	*0%*



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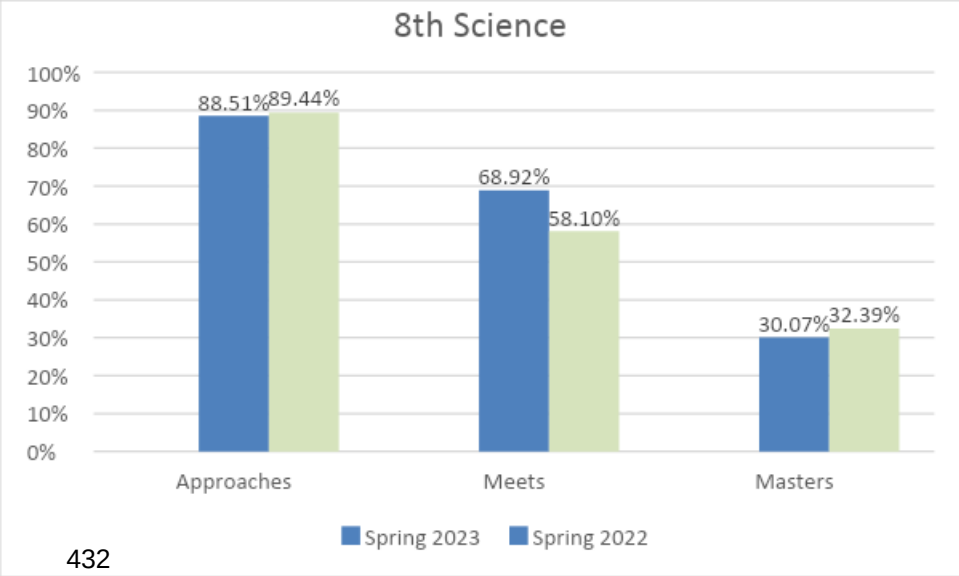
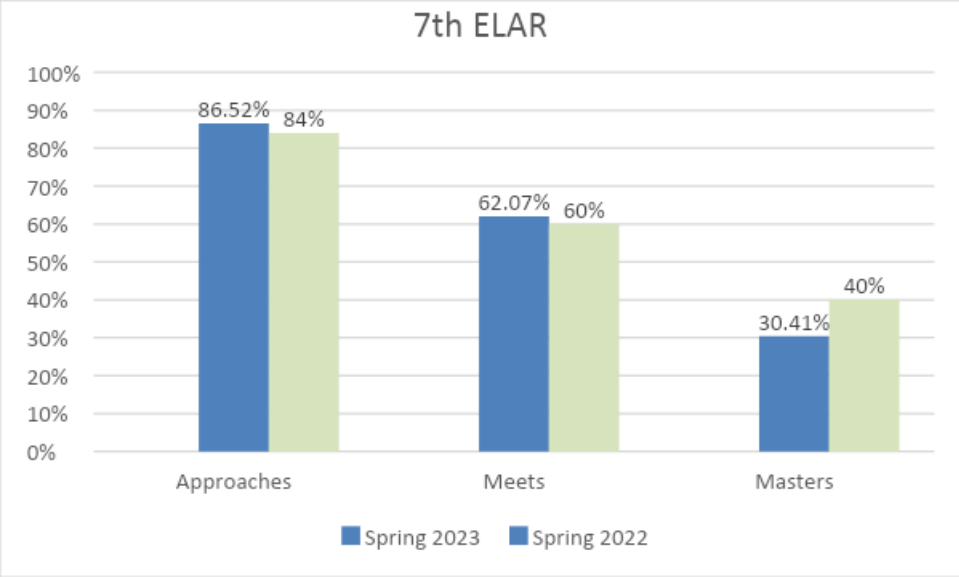
8th Grade Science Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*296*	*29*	*4259*	*62.07%*	*88.51%*	*68.92%*	*30.07%*
Economic Disadvantage	*80*	*25*	*4006*	*54.13%*	*80%*	*56.25%*	*10%*
American Indian/Alaskan Native	*1*	*28*	*4169*	*60.87%*	*100%*	*100%*	*0%*
Black/African American	*42*	*26*	*4089*	*57.40%*	*83.33%*	*64.29%*	*16.67%*
Hispanic	*70*	*28*	*4216*	*60.75%*	*90%*	*62.86%*	*28.57%*
Two or More Races	*17*	*31*	*4418*	*67.26%*	*100%*	*88.24%*	*17.65%*
White	*166*	*29*	*4304*	*63.29%*	*87.95%*	*70.48%*	*35.54%*
Currently Emergent Bilingual	*9*	*24*	*3999*	*52.90%*	*66.67%*	*55.56%*	*11.11%*
Fourth Year of Monitoring	*1*	*30*	*4287*	*65.22%*	*100%*	*100%*	*0%*
Special Ed Indicator	*34*	*18*	*3591*	*39.39%*	*47.06%*	*20.59%*	*2.94%*



7th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*319*	*35*	*1694*	*61.85%*	*86.52%*	*62.07%*	*30.41%*
Economic Disadvantage	*82*	*30*	*1644*	*54.33%*	*78.05%*	*42.68%*	*14.63%*
Asian	*2*	*29*	*1623*	*51.79%*	*50%*	*50%*	*50%*
Black/African American	*47*	*34*	*1683*	*59.99%*	*91.49%*	*55.32%*	*27.66%*
Hispanic	*63*	*33*	*1676*	*59.16%*	*80.95%*	*52.38%*	*22.22%*
Two or More Races	*19*	*37*	*1723*	*65.41%*	*84.21%*	*68.42%*	*42.11%*
White	*188*	*35*	*1700*	*62.96%*	*87.77%*	*66.49%*	*32.45%*
Currently Emergent Bilingual	*12*	*25*	*1582*	*44.49%*	*66.67%*	*8.33%*	*0%*
Fourth Year of Monitoring	*4*	*39*	*1733*	*68.75%*	*100%*	*75%*	*25%*
Special Ed Indicator	*50*	*23*	*1557*	*41.61%*	*48%*	*16%*	*8%*



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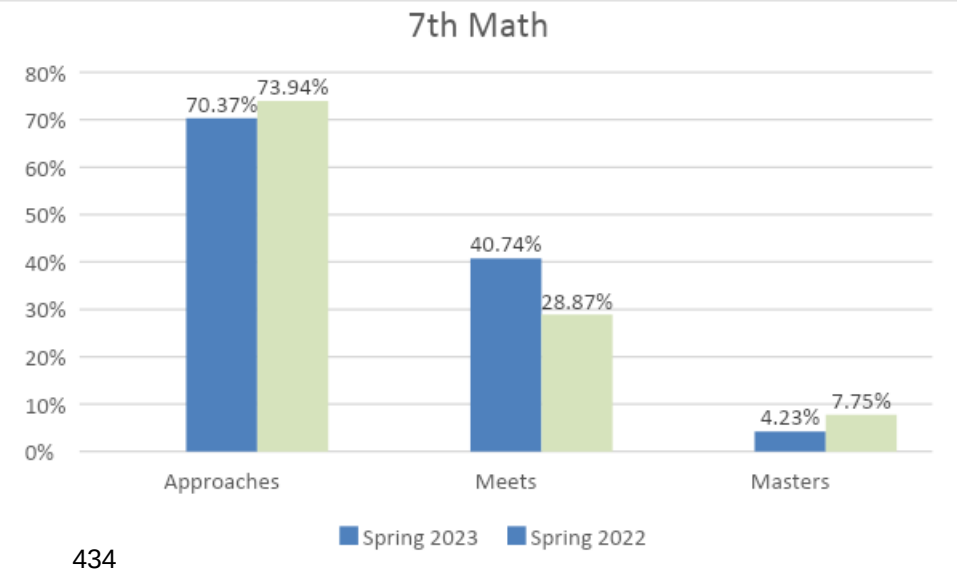
7th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*189*	*23*	*1762*	*50.48%*	*70.37%*	*40.74%*	*4.23%*
Economic Disadvantage	*69*	*21*	*1732*	*45.97%*	*59.42%*	*24.64%*	*1.45%*
Asian	*1*	*15*	*1650*	*32.61%*	*0%*	*0%*	*0%*
Black/African American	*35*	*23*	*1761*	*49.32%*	*65.71%*	*34.29%*	*5.71%*
Hispanic	*41*	*21*	*1736*	*46.55%*	*63.41%*	*21.95%*	*2.44%*
Two or More Races	*8*	*20*	*1729*	*44.02%*	*37.50%*	*25%*	*12.50%*
White	*104*	*24*	*1776*	*53.09%*	*77.88%*	*51.92%*	*3.85%*
Currently Emergent Bilingual	*11*	*20*	*1717*	*43.68%*	*54.55%*	*9.09%*	*0%*
Fourth Year of Monitoring	*1*	*33*	*1894*	*71.74%*	*100%*	*100%*	*0%*
Special Ed Indicator	*48*	*17*	*1669*	*35.96%*	*27.08%*	*6.25%*	*0%*



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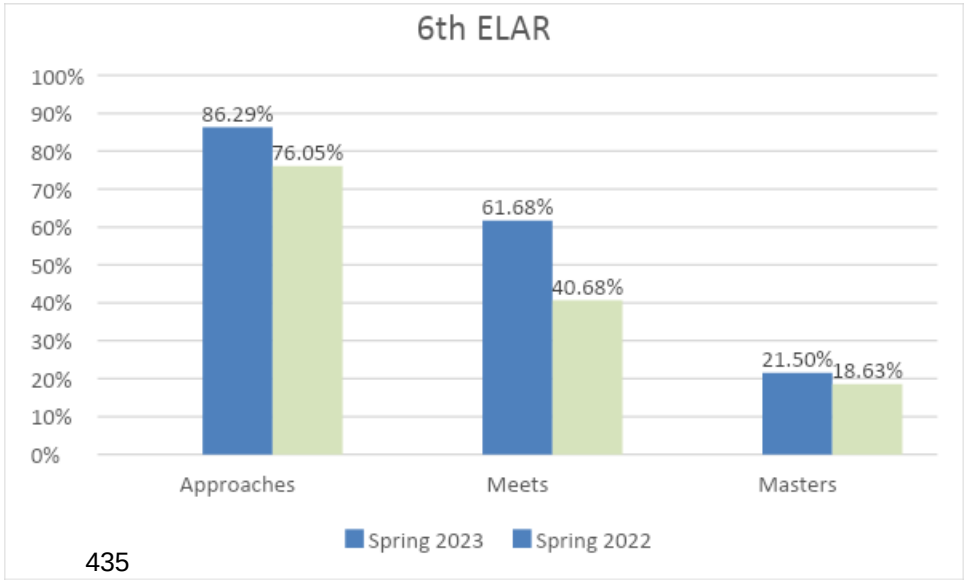
6th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*321*	*32*	*1656*	*56.94%*	*86.29%*	*61.68%*	*21.50%*
Economic Disadvantage	*78*	*28*	*1613*	*50.02%*	*80.77%*	*43.59%*	*8.97%*
Asian	*4*	*32*	*1657*	*57.14%*	*100%*	*75%*	*25%*
Black/African American	*35*	*32*	*1654*	*56.99%*	*88.57%*	*62.86%*	*22.86%*
Hispanic	*73*	*31*	*1635*	*55.09%*	*83.56%*	*58.90%*	*20.55%*
Two or More Races	*13*	*25*	*1589*	*45.47%*	*61.54%*	*38.46%*	*7.69%*
White	*196*	*33*	*1668*	*58.37%*	*88.27%*	*63.78%*	*22.45%*
Currently Emergent Bilingual	*21*	*26*	*1593*	*47.02%*	*71.43%*	*42.86%*	*4.76%*
Fourth Year of Monitoring	*2*	*42*	*1790*	*75%*	*100%*	*100%*	*50%*
Special Ed Indicator	*45*	*21*	*1525*	*37.18%*	*44.44%*	*17.78%*	*8.89%*



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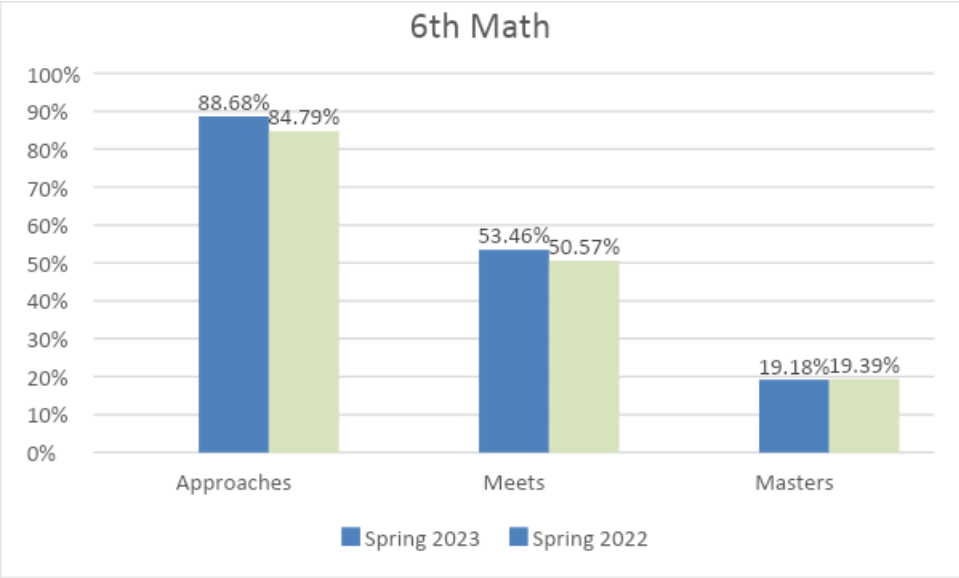
6th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	*318*	*24*	*1759*	*56.88%*	*88.68%*	*53.46%*	*19.18%*
Economic Disadvantage	*76*	*20*	*1695*	*47.58%*	*78.95%*	*34.21%*	*3.95%*
Asian	*4*	*23*	*1729*	*52.91%*	*100%*	*50%*	*0%*
Black/African American	*32*	*22*	*1718*	*50.15%*	*78.12%*	*37.50%*	*15.62%*
Hispanic	*71*	*24*	*1747*	*55.85%*	*87.32%*	*53.52%*	*21.13%*
Two or More Races	*13*	*25*	*1758*	*57.07%*	*92.31%*	*53.85%*	*15.38%*
White	*198*	*25*	*1771*	*58.41%*	*90.40%*	*56.06%*	*19.70%*
Currently Emergent Bilingual	*20*	*21*	*1698*	*47.91%*	*85%*	*35%*	*5%*
Fourth Year of Monitoring	*2*	*34*	*1934*	*79.07%*	*100%*	*100%*	*50%*
Special Ed Indicator	*45*	*17*	*1634*	*39.28%*	*55.56%*	*15.56%*	*2.22%*



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**Color Coded increase (green) from last year.*

Student Strengths:

During the 2022-2023 school year, our attendance rate increased by 0.4%, remaining strong with an overall 95.90% percentage in attendance.

8th Grade ELAR saw great gains across the board, with 93% of students passing. Meets grade level performance increased by 23%, and 11% of students mastered grade level standard. All subpopulations showed growth.

8th Grade Math saw a 6% increase, with 87% of students passing. Meets grade level performance increased by 13% and Masters grade level performance increased by 4%. All subpopulations showed growth.

Algebra EOC boasts a 100% passing rate, with 96% meeting grade level standard and 76% mastering grade level performance.

6th Grade ELAR saw a 10% increase in overall passing rate, with 86% of students passing. Meets grade level performance increased by 21%, and masters grade level performance increased by 3%.

Perceptions

Mission Statement

Vision:

Motto:
Bobcats are Respectful, Responsible, Honest, & Kind.

Info from our Capturing Kids' Hearts Survey:

3 Glows:
The average score for Culture & Climate (Teacher & Staff) Survey was at 4.7, with a baseline of 4.4.
The 4.7 score for greeting students with a smile and a positive tone as they enter the classroom each day met the baseline standard.
The 4.1 score from the parent survey for "My student's school cares for my student" was above the 3.8 baseline.

3 Grows:
The student survey reveals that teachers are not consistently dismissing the students with a launch (1.9 score with a 3.6 baseline).
The teacher survey reveals that teachers are not consistently utilizing raters and affirmers to seek feedback (1.7 score with a 3.9 baseline).
The parent survey reveals that students are not sharing with parents about helping the teachers greet at the door, lead Good Things, use the Social Contract, and finish classes with Launches (2.5 score with a 3 baseline).

Staff retention info:
22-23: 80.7% Retention Rate
(Promotions with District: 1, Retirement: 3, Moved (Family): 7, Resigned: 1, Transferred in District: 6

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Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	IXL, StemScopes, Algebra Big Ideas, Lead4ward
Tests:	MAP, STAAR, STAAR EOC, PSAT 8/9
District Resources:	TRS, DIGS, StemScopes Math & Science
Program Support Services (Extracurricular Activities, After School programs etc.)	Capturing Kids Hearts YES Programs MISD Digital Citizenship Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer CTE: Bobcat News, Robotics, MixInc Student Council National Junior Honor Society 8th grade Washington DC Trip Math Pentathlon Destination Imagination

School Processes & Programs Strengths

Program Strengths:

- Implementing a focused and systematic plan to enhance student growth and improve scores, with dedicated personnel for support.
- Incorporating "Work It Out Wednesday" into the weekly master schedule, allowing 60 minutes for academic intervention and enrichment for all students.
- Establishing District PLC Fridays to provide additional purposeful planning time.
- Conducting weekly ELAR & Math PLC meetings vertically to align content teams and streamline processes.
- Hosting weekly grade level content PLC meetings for teachers to unpack learning standards, create student exemplars, and develop common formative assessments.
- Campus Instructional Leadership Team to facilitate instructional leadership at the school.
- Appointing Multi-Classroom Leaders in Math/Science and ELAR/Social Studies who collaborate with classroom teachers to provide content feedback and support.
- Assistant principals and counselors are partnered up by alpha split.This arrangement enables them to collaborate as teams to provide academic and behavioral support to students.
- Ensuring that DMS remains dedicated to providing students with thoughtfully designed, diverse instructional lesson plans that nurture their academic growth. Teachers are empowered with opportunities and tools for creating rigorous lessons. Furthermore, the administration conducts collaborative learning walks to offer constructive feedback and authentic coaching guidance to teachers, as well as to calibrate teacher evaluations.

Priority 1: Student Success

District Performance Objective 1.1	Multiple Pathways for All Students to Belong
Key Strategic Action(s)	Support safe, inclusive spaces for students to own their learning and pursue interests and passions.

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish clear campus-wide expectations and ensure alignment of our Capturing Kids Hearts systems so that students feel safe on campus and in their classrooms.	Administrators, Counselors, Process Champions, Teachers, Students	Classroom Ambassadors established and utilized in at least 50% of the classrooms across campus By the end of the 2023-2024 school year, 95% of teachers will be utilizing social contracts in their classrooms to agree upon behaviors and promote self-managing classrooms as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in student scores from a 2.5 to a 4.0 and an increase in teacher scores from a 3.7 to a 4.0). By the end of the 2023-2024 school year, 95% of teachers will engage students in sharing “Good Things” in their classrooms a minimum of 2-3 times per week as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in				

		student scores from a 3.8 to a 4.5 and an increase in teacher scores from a 3.5 to a 4.5). By the end of the 2023-2024 school year, at least 50% of classrooms across campus will utilize student ambassadors to greet at the door and lead “Good Things” as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in student scores from a 2.5 to a 3.5 and an increase in teacher scores from a 2.5 to a 3.5). By the end of the 2023-2024 school year, 95% of teachers will plan for and implement launches from each class period as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in student scores from a 2.5 to a 3.5 and an increase in teacher scores from a 3 to a 3.5).				
Foster connections among students and staff by supporting student-led clubs, Bobcat Bonus activities, and student-led Bobcat Announcements and Bobcat News Broadcasts. Student-led Bobcat intercom announcements daily Student-led Bobcat News Broadcasts once a month Create and implement a plan for students to start/join clubs Bobcat Bonus activities to build relationships among students and staff	Administrators Counselors, Teachers, Students	EOY student Capturing Kids' Hearts survey question related to students having opportunities to help lead and support will reflect an increase in scores from 2.9 to 3.5. EOY student Capturing Kids' Hearts survey question related to students having opportunities to help lead and support will reflect an increase in scores from 2.9 to 3.5. EOY student Capturing Kids' Hearts survey question related to students				

each Friday The Advanced Theater Arts students will lead morning intercom announcements daily. Bobcat News broadcasts will be shared with the students and faculty once per month via our Bobcat Bonus period on Fridays as evidenced by our Bobcat Bonus calendar of events. Students will be provided an opportunity to create and join student-led clubs. The Bobcat Bonus period will include relational capacity builders to target community, inclusivity, and connectedness at least once per month as evidenced by our Bobcat Bonus calendar of events.		having opportunities to help lead and support will reflect an increase in scores from 2.9 to 3.5. EOY student Capturing Kids' Hearts survey question related to students having a good relationship with their teachers will increase from 3.5 to 4.0 and the question related to students treating one another respectfully will increase from 2.7 to 3.5.				
Educate students on the Capturing Kids Hearts character traits through the implementation of counselor lessons presented during Bobcat Bonus time. Counselor Lessons targeting the monthly Capturing Kids' Hearts character traits of empathy, self-direct, teamwork, responsibility, respect, kindness, courage, perseverance, and integrity Affirmations and celebrations of students who are regularly demonstrating the Capturing Kids' Hearts character traits through positive office referrals and incentives.	Counselors, Teachers	EOY student Capturing Kids' Hearts survey question related to students treating one another respectfully will increase from 2.7 to 3.5. EOY student Capturing Kids' Hearts survey question related to teachers caring about their students will increase from 3.8 to 4.5.				

The Bobcat Bonus calendar of events will include flipped counselor created lessons targeting the monthly Capturing Kids' Hearts character traits as evidenced by the Bobcat Bonus calendar of events. Positive Office Referrals with incentives will be submitted by teachers to affirm and celebrate the students who are regularly demonstrating the Capturing Kids' Hearts character traits as evidenced by a spreadsheet that will be updated weekly throughout the school year with the goal of 100% of students being affirmed and celebrated by the end of the 2023-2024 school year.						
District Performance Objective 1.2		All students exhibit yearly growth in core areas.				
Key Strategic Action(s)		Data disaggregation, targeted interventions, and progress monitoring				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize data to drive instructional decisions in the classroom through the implementation of content-area PLCs and data disaggregation protocols. PLCs will meet at least twice a week and on professional learning days to ensure backwards design. Teachers	Administrators, MCLs, Lead Teachers, District Curriculum Specialists	STAAR scores will increase from 84% Approaches to 90% Approaches on all STAAR tests.				

will work together to analyze data through the use of a protocol, unpack the TEKS, create common unit assessments, plan engaging, rigorous lessons, share differentiation strategies, and share resources. PLC meeting agendas will reflect PLC collaboration a minimum of twice a week and on professional learning days. Lesson Plans submitted weekly will reflect aligned practices among teams. Completed data protocols will be shared through PLC meeting agendas to support teachers working together to disaggregate and analyze common unit assessment data to drive instructional decisions.						
Develop a strategic, targeted intervention plan that meets students where they are at and pushes them to where they need to be. Utilize the STAAR data to determine how many intervention hours are required to support each individual student who was not successful on the Spring 2023 STAAR tests Create an alternate bell schedule that will allow for intervention for students who did not pass STAAR and offer extension opportunities for those that did pass STAAR Explore Saturday Enrichment Opportunities and assign students in need of additional intervention support accordingly 444 A finalized formal spreadsheet will be	Administrators, MCLs, Lead Teachers	No less than 90% of students needing targeted interventions will receive the minimum number of required hours by the end of the 2023-2024 school year. The goal will be an increase from 84% Approaches to 90% Approaches, as well as a 6% increase in Meets and a 6% increase in Masters on all STAAR tests. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 17% from 2023 to 22%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 14% from 2023 to 19%.				

created to identify the number of intervention hours required to support each individual student who did not pass the Spring 2023 STAAR tests. The spreadsheet will be updated a minimum of once each marking period to track the number of hours each student has received as the school year progresses. The Design Team will create an alternate bell schedule to include "Work It Out Wednesday" that will be implemented during the 3rd marking period to ensure that we have time built into our school day to offer specific, targeted interventions for students who did not pass STAAR last spring. Extension opportunities will be offered during the same time frame for all who were successful on STAAR. An adjusted bell schedule will be used as evidence to support our work in this area. The Design Team will take into account both after school and Saturday opportunities to offer interventions for students as evidenced by our meeting minutes and the possibility of fully implementing specific programs as needed.						

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.2	Systematic Management of Individual Talent
Key Strategic Action(s)	Create systems that motivate and engage teachers and support staff to perform to the best of their abilities and recognize them for the amazing work they are doing.

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize Multi-Classroom Leaders (MCLs) and Mentor Teachers to support our new-to-profession and new-to-district teachers. Multi-Classroom Leaders will offer curriculum and instruction support to address our new-to-profession teacher and new-to-district teachers' needs throughout the school year during their designated MCL periods, PLC meetings, and professional learning days. Mentor Teachers will offer our new-to-profession and new-to-district teachers just-in-time support to address questions related to Skyward, Canvas, campus systems, and district processes, as well as to celebrate and affirm the work our new Bobcats are doing on campus. MCL coaching notes will be utilized to document time spent working with	Administrators, MCLs, Mentors	90% of our new staff feel engaged and supported as evidenced by our EOY campus survey. 90% of our new staff feel valued and supported as evidenced by our EOY campus survey.				

new-to-profession and new-to-district teachers, as well as targeted areas of needs that are addressed throughout the 2023-2024 school year Mentor Teachers will offer regular meetings and just-in-time support to new-to-profession and new-to-district teachers as evidenced by meeting agendas.						
Offer teachers and staff protected planning time. All core teachers will have aligned Design Times to ensure guarded planning and collaboration time daily. The District has embedded Professional Learning Days into the calendar to ensure additional protected planning time for Professional Learning Community work.	Administrators, Counselors	The EOY district survey will reflect a 2.0 or better on the question related to being provided with the resources needed to successfully do their jobs demonstrating an improvement from last year's survey of 2.34.				
Provide teachers with choice regarding professional learning opportunities. Professional Learning Days will have embedded optional choice sessions for teachers in an effort to differentiate to meet teachers' needs. BOY, MOY, and EOY campus surveys will identify teachers' professional learning needs to ensure that we offer targeted professional learning for our teachers to engage in during our designated PL and PD days. Campus	Administrators	The EOY district survey will reflect a 2.0 or better on the question related to being provided with the professional development provided is aligned to my needs demonstrating an improvement from last year's survey of 2.75.				

survey results and agendas will serve as evidence for the choice sessions targeting teacher growth and development.						
Utilize the Teacher Incentive Allotment and T-TESS evaluation system to grow and support teachers in perfecting their craft. T-TESS calibration walks among District Administrators and Campus Administrators will help assure precise evaluation ratings. T-TESS feedback will push teachers to excel in their craft by providing specific, targeted feedback and instructional coaching support. The Teacher Incentive Allotment for ELAR, Math, and Science Teachers will offer motivation and incentive to continue striving for master teacher status.	Administrators Teachers	The EOY district survey will reflect a 2.0 or better on the question related to feedback received helps teacher growth and development demonstrating an improvement from last year's survey of 2.05.				
Recognize the faculty and staff for the amazing work they are doing each and every day. Begin Staff Member of the Week program by honoring one incredible member of our faculty for their outstanding contributions to DMS. There will be a traveling award, and the staff member will be recognized on	Administrators Counselors, Teachers, Students	By the end of the 2023-2024 school year, we will recognize a minimum of 25 faculty/staff members for their outstanding contributions to DMS as evidenced through social media posts, newsletter recognition, and website recognition. By the end of the 2023-2024 school year, 95% of our teachers, faculty, and staff will				

social media, in our newsletters, and on the campus website. Weekly Recognition - Shout-outs/Bobcat Brags in the Ricks' Relay faculty newsletter		be recognized via shout-outs/Bobcat Brags in the Ricks' Relay faculty newsletter. EOY Capturing Kids' Hearts Culture and Climate survey will reflect an increase in the question related to staff recognition being built into the campus culture from 4.6 to 4.9.				
District Performance Objective 2.3		Development of a High Performing Organizational System				
Key Strategic Action(s)		Maintain a focus on culture, climate, and clear, transparent lines of communication				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Engage faculty and staff in connection activities (team building activities, breakfasts/ luncheons, social events, etc.) throughout the school year to ensure we are creating a family environment on campus. Team building activities will be embedded in all staff development days. Breakfast will be offered every Professional Learning Day in advance of our morning launch. Luncheons will be hosted once a month (MEF luncheon, PTO luncheons, and potlucks) to engage everyone around the family table.	Administrators, Counselors, Faculty, Staff, PTO, Sunshine Committee	95% of professional development days will incorporate team building activities in an effort to motivate the faculty and staff to work together, develop their strengths, and encourage collaboration as evidenced by PD Agendas. 95% of our professional learning days will incorporate a light breakfast where our faculty and staff can engage in a meal to connect with one another and build camaraderie among the team. One luncheon per month will be offered (hosted by MEF, PTO, or faculty potlucks) to our faculty and staff to build community and connections among our team. Dates will be placed on the				

Social events will be offered twice a semester to connect our personal families with our work family.		campus calendar. One social event per semester will be offered to connect our home families with our work family. Dates will be determined by the Design Team and designated on our calendar. The EOY Capturing Kids' Hearts Culture & Climate survey will reflect an increase in the question describing the campus culture as relational from 4.7 to 4.9.				
Utilize Weekly Newsletters (Bobcat Bulletin & Ricks' Relay), X, and Instagram to share important campus news and opportunities and to publicize the amazing work our students and staff are doing. The Ricks' Relay will be sent out every Friday by 5:00 p.m to communicate "nuts and bolts" to faculty and staff in lieu of faculty meetings, embed affirmations of staff, share important upcoming dates and deadlines, share pictures of Capturing Kids' Hearts and our amazing work in action, and launch the staff into their weekends. The Bobcat Bulletin will be sent out every Friday by 5:00 p.m. to communicate important campus news, share pictures of our students and staff in action, and share important upcoming dates with families. X and Instagram will be utilized at least once a week to publicize some of the amazing teaching, learning, and activities we have taking place at DMS.	Principal	The EOY Capturing Kids' Hearts survey for students will show an increase in the response to the question "I like going to school most days" from a 2.6 to a 3.0. The EOY Capturing Kids' Hearts survey for parents will show an increase in the response to the question "My student likes going to school most days" from 3.7 to 4.0. The EOY Capturing Kids' Hearts Culture & Climate survey for teachers will reflect an increase in the survey question "Staff recognition is built into the campus culture" from a 4.6 to a 4.9. Weekly newsletters and social media posts will serve as evidence regarding progress towards this goal.				

Offer the parents, students, faculty, and staff opportunities to provide feedback regarding the work we are doing. Annual Capturing Kids' Hearts surveys completed by parents, students, faculty, and staff will offer feedback and input regarding our work. BOY, MOY, and EOY campus-based surveys will provide feedback and input from staff regarding professional learning needs and campus systems.	Administrators Counselors, Design Team	The EOY surveys will reflect an improvement from 4.4 to 4.8 regarding the survey question, "The principal provides opportunities to give input about campus decisions".				
Utilize Professional Learning Communities (PLCs) to focus our work. Professional Learning Communities (PLCs) will be the foundation of the work we do. These teams will be high-functioning teams who focus on the four questions of a PLC, building camaraderie and teamwork among the faculty members, and ensuring that we are aligning the work we are doing to our campus goals and priorities. Professional Learning Community agendas will reflect each PLCs work around the 4 questions, our campus goals, and our campus priorities.	Administrators Design Team	STAAR scores will improve overall by a minimum of 6% points in the Approaches, Meets, and Masters categories. Campus culture and morale will be maintained/improved resulting in less than a 10% turnover rate among faculty and staff by the end of the 2023-2024 school year.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1	Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being
Key Strategic Action(s)	Establish a collaborative culture of excellence that is focused on kindness, respect, and inclusivity.

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Infuse the Capturing Kids' Hearts work in all we do. Utilize the Campus Process Champions to lead Good Things, serve as Raters/Affirmers, and lead our Launches during professional learning opportunities. Utilize the Campus Process Champions to share Capturing Kids' Hearts best practices, tips, & tricks with the staff monthly. Utilize the Campus Process Champions, the Campus Design Team, and Student Council Members to recognize students and teachers for Capturing Kids' Hearts in action through Bobcat Brags. Use the EXCEL Model for	Administrators Counselors, Process Champions Design Team	EOY Capturing Kids' Hearts teacher survey results will reflect an increase in score from 1.7 to 2.5 regarding the question "I use Social Contract Raters and Affirmers to seek feedback", as well as an increase from 3.0 to 3.5 to the question "I ensure that students are dismissed with a launch". EOY Capturing Kids' Hearts teacher survey results will reflect an increase in score from 1.7 to 2.5 regarding the question "I use Social Contract Raters and Affirmers to seek feedback", as well as an increase from 3.0 to 3.5 to the question "I ensure that students are dismissed with a launch". EOY Capturing Kids' Hearts teacher survey results will show an increase in score from 3.7 to 4.1 regarding the question "I express care and interest in students by planning and providing activities for recognition and affirmation". The EOY staff survey will reflect an increase from 1.51 to 1.25 regarding communication from administration being understandable.				

PLC and Professional Learning Agendas throughout the course of the school year. Process Champions will be included in all Design Team meetings and will be utilized to lead “Good Things”, serve as Raters and Affirmers, and lead our Launches during our professional learning days a minimum of 5 times during the 2023-2024 school year as evidenced by each PD day’s agenda. Process Champions will share Capturing Kids' Hearts best practices, tips, and tricks with the faculty and staff via the Ricks’ Relay newsletter at least once each month. Teacher and student recognition will occur each week beginning mid-October through the end of the 2023-2024 school year. The use of Bobcat Brags will recognize teachers and students who are exemplifying the Capturing Kids' Hearts tenets. 453 The EXCEL model will be utilized to plan PLC and						

Professional Learning agendas throughout the 2023-2024 school year.						
Build systems that improve trust, mutual respect, and shared responsibility. Capturing Kids' Hearts Social Contracts and Discipline Model utilized in all classrooms Student-led club creation Teacher/Staff/Student of the Month Recognition Bobcat News will become more student/campus culture centered. (Examples: Highlight birthdays of students and staff members monthly; Highlight clubs, classes, extracurriculars monthly; Highlight Teacher/Staff/Student of the Month) Student Council Members will sign up to rotate through shifts to serve as front door greeters each morning Build a strong PTO based on trust, mutual respect, and shared responsibility. 454	Administrators, Counselors, Teachers, Student Council, Bobcat News Staff, PTO Members	During the 2023-2024 school year, 95% of teachers will utilize Capturing Kids' Hearts social contracts and the discipline model to address behavioral issues aligned to the campus flow chart. During the 2023-2024 school year, we will introduce a minimum of three new student-led clubs to the DMS campus. Teacher/Staff/Student of the Week recognition will occur beginning in mid-October through the end of the school year with a minimum of 25 teachers/staff members and 25 students being recognized for outstanding contributions to the campus. Bobcat News will adjust their broadcasts to focus on the amazing accomplishments of our students and faculty, the Capturing Kids' Hearts and MISD cultural tenets, and showcasing clubs and extracurricular activities. There will be a minimum of one episode produced per marking period. Student Council members will serve as campus door greeters a minimum of once per month as evidenced by a sign up sheet. The PTO will be established, new board members will be elected, and meetings will take place once each marking period in an effort to build a trusting partnership among parents and teachers and to support the				

		needs of students on campus as evidenced by meeting agendas and community events. The EOY Capturing Kids' Hearts student survey will reflect an increase in scores from 2.6 to 3.0 with regards to the question “I like going to school most days”. The EOY Capturing Kids' Hearts parent survey will reflect an increase in scores from 3.7 to 4.0 with regards to the question “My student likes going to school most days”. The EOY Capturing Kids' Hearts staff survey will reflect an increase in scores from 3.2 to 3.8 with regards to the question “I use the Social Contract and Capturing Kids' Hearts Discipline Model to address behavioral issues”.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades 6-8, depending on developmental appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC). 455	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

District Performance Objective 3.2	Strive to be a Listening and Learning Organization Aligned with Stakeholder Engagement
Key Strategic Action(s)	Engage all stakeholders in the exciting things that are taking place on campus

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish committees (CEIC, PTO, CATCH) composed of students, parents, faculty, staff, and community members that welcome input and feedback with regards to the work we are doing on campus. CEIC established to provide key input regarding the campus improvement plan, goals, and objectives for the 2023-2024 school year. PTO established to provide key support for Athletic activities, teacher and student morale, campus community events, and parent educational opportunities. CATCH established to provide key opportunities for students to learn about the importance of living a healthy lifestyle	Administrators, CEIC, PTO, CATCH Members	EOY District survey will reflect an increase in scores regarding access to committee participation to provide feedback from a 2.34 to a 2.0 or better.				

focused on good food choices and exercise.						
Host community events that will engage all stakeholders in the school community. Work with the PTO to host community events such as a family movie night, college and career awareness opportunities, and cultural celebration opportunities. Work with the Student Council and National Junior Honor Society to plan school dances. Work with the MISD Middle Schools to provide a Veteran's Day Celebration honoring the men and women who served our Country and fought for our freedoms. 457	Administrators, PTO, Student Council, NJHS Members	EOY Capturing Kids' Hearts parent survey will reflect an increase in score from 4.0 to 4.5 with regards to the question "I feel welcome at my student's school". EOY Capturing Kids' Hearts student survey will reflect an increase in score from 2.6 to 3.0 regarding the question "I like going to school most days".				

Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a		***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2		***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a		***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

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Key Strategic Action(s) 4.2.b		***Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

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Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

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Key Strategic Action(s) 4.3c		***Build system capacity to ensure intentional financial solvency for maximization of district resources***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

State Compensatory

Budget for Earl & Marthalu Dieterich Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 9.41

Name	Position	FTE
Tamika Granberry	SPED Aide - Resource/Inclusion	7.5%
Nicola South	SPED Aide - Resource/Inclusion	14%
Jalisa James Ross	SPED Aide - Resource/Inclusion	25%
Melissa Andrez	SPED Aide - Resource/Inclusion	25%
Amber York	SPED Teacher - Inclusion/Bobcat Lab	25%
Leslie Rector	8th Grade - ELAR/ESL, MCL	17%
Shasta Cornwall	7th Grade - Science/Bobcat Lab	8.5%

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Cassandra Ricks	Principal
Administrator	Sherise Webster	Assistant Principal
Classroom Teacher	Olga Davenport	Teacher
Classroom Teacher	Melissa Everhart	Teacher
Classroom Teacher	Melodi Kunn	Teacher
Classroom Teacher	Stephanie Speltz	Teacher
Classroom Teacher	Lindsay Gardner	Teacher
Classroom Teacher	Nicole Langdon	Teacher
Classroom Teacher	Stephanie Soto	Teacher
Classroom Teacher	Amber York	Teacher
Classroom Teacher	Kelli Hoke	Teacher
Parent	Michelle Pelfrey	Parent
Parent	Lisa Jenney	Parent

Frank Seale Middle School

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts (Capturing Kids' Hearts) Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Frank Seale Middle School are:

Student Data:

Grade Level Breakdown:

- *6th Grade Students:* ***225***
- *7th Grade Students:****22644.09%***
- *8th Grade Students:****209***

Ethnicity: (percents and number of students)

Example: 32% Hispanic (476 students)

- *American Indian or Alaskan Native: 0.76 (5 students)*
- *Asian: 1.36% (9 students)*
- *Black or African American: 18.48% (122 students)*
- *White: 40.91% (270 students)*
- *Hispanic/Latino: 34.39% (227 students)*
- *2 or More Races: 4.39% (29 students)*

Gender: (percents and number of students)

- *Female: 44%*
- *Male: 56%*

Special Populations: (percents and number of students)

- *Gifted and Talented: 5.76% (38 students)*
- *Emergent Bilingual 13.18% (87 students)*
- *Economically Disadvantaged: 58.09% (390 students)*
- *Special Education: 18.94% (125 students)*

- *At Risk: 52.73% (348 students)*
- *504 Services: 13.64% (90 students)*

2022-2023 Student Attendance Rate:

- 21-22: 94.2%
- 22-23: 94.5%

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 73.8%*
- *Hispanic: 12.2%*
- *Black or African American: 10%*

Teacher by Gender: (percents and number of students)

- *Female: 69%*
- *Male: 31%*

Teachers by Years of Experience: (percents and number of students)

- *Beginning Teachers: 3*
- *1-5 Years: 15*
- *6-10 Years: 8*
- *11-20 Years: 11*
- *21-30 Years: 5*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	*283*
Out of School Suspension (OSS)	*40*
DAEP	*18*

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Demographics Strength

**Color Coded: green indicates increase from last year*

Algebra EOC Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	49	42	4497	71.74%	100%	87.76%	57.14%
Economic Disadvantage	22	42	4424	70.65%	100%	81.82%	54.55%
Asian	2	45	4599	76.27%	100%	100%	50%
Black/African American	8	43	4461	72.46%	100%	100%	75%
Hispanic	10	41	4379	68.64%	100%	70%	50%
Two or More Races	2	37	4216	62.71%	100%	50%	50%
White	27	43	4565	73.01%	100%	92.59%	55.56%
Currently Emergent Bilingual	3	42	4392	70.62%	100%	100%	33.33%
Fourth Year of Monitoring	2	52	4973	88.14%	100%	100%	100%
Third Year of Monitoring	1	38	4224	64.41%	100%	100%	0%

8th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	242	26	1872	54.24%	78.93%	49.17%	17.36%
Economic Disadvantage	138	24	1839	49.35%	71.74%	38.41%	10.87%
Asian	3	29	1913	61.11%	66.67%	66.67%	33.33%
Black/African American	41	23	1832	48.83%	70.73%	36.59%	12.20%

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Hispanic	78	23	1830	47.92%	75.64%	30.77%	7.69%
Two or More Races	12	24	1834	49.13%	58.33%	58.33%	8.33%
White	108	29	1920	61.23%	87.04%	65.74%	26.85%
Currently Emergent Bilingual	30	21	1804	44.24%	66.67%	23.33%	6.67%
Fourth Year of Monitoring	2	35	2034	72.92%	100%	50%	50%
Special Ed Indicator	35	14	1716	29.76%	20%	2.86%	2.86%

8th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	252	29	1692	51.50%	73.02%	47.62%	23.81%
Economic Disadvantage	144	26	1664	47.20%	65.97%	38.89%	19.44%
Asian	4	36	1781	63.84%	100%	50%	50%
Black/African American	48	29	1693	52.23%	68.75%	52.08%	29.17%
Two or More Races	14	25	1661	45.41%	64.29%	28.57%	7.14%
Hispanic	80	25	1646	44.67%	66.25%	36.25%	11.25%
White	106	32	1726	56.67%	80.19%	56.60%	32.08%
Currently Emergent Bilingual	31	22	1607	38.82%	54.84%	22.58%	3.23%
Fourth Year of Monitoring	3	45	1888	80.95%	100%	100%	100%
Third Year of Monitoring	1	47	1911	83.93%	100%	100%	100%
Special Ed Indicator	35	15	1535	27.50%	25.71%	5.71%	5.71%

8th Grade Social Studies Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	248	23	3674	47.70%	55.65%	29.03%	13.31%
Economic Disadvantage	141	21	3573	43.86%	44.68%	22.70%	9.93%
Asian	4	34	4296	68.37%	100%	75%	25%
Black/African American	48	24	3705	48.98%	58.33%	29.17%	10.42%
Hispanic	78	21	3528	42.12%	43.59%	20.51%	7.69%
Two or More Races	14	17	3236	34.11%	28.57%	14.29%	0%
White	104	26	3804	52.32%	65.38%	35.58%	20.19%
Currently Emergent Bilingual	31	18	3396	37.46%	35.48%	12.90%	3.23%
Fourth Year of Monitoring	3	40	4881	82.31%	100%	100%	66.67%
Third Year of Monitoring	1	32	4109	65.31%	100%	100%	0%
Special Ed Indicator	34	15	3185	30.55%	14.71%	5.88%	2.94%

8th Grade Science Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	247	23	3898	49.86%	74.09%	38.06%	12.15%
Economic Disadvantage	139	21	3783	46.07%	66.91%	32.37%	9.35%
Asian	4	31	4375	66.30%	100%	75%	25%
Black/African American	48	22	3844	48.28%	70.83%	37.50%	8.33%
Hispanic	78	20	3718	43.65%	62.82%	26.92%	5.13%
Two or More Races	14	20	3713	43.79%	64.29%	21.43%	0%

White	103	26	4068	55.49%	84.47%	47.57%	20.39%
Currently Emergent Bilingual	31	18	3608	39.97%	58.06%	22.58%	0%
Fourth Year of Monitoring	3	34	4587	73.19%	100%	100%	66.67%
Third Year of Monitoring	1	32	4411	69.57%	100%	100%	0%
Special Ed Indicator	34	15	3388	32.35%	32.35%	8.82%	2.94%

7th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	204	31	1650	55.01%	75%	44.61%	18.63%
Economic Disadvantage	119	29	1627	52.04%	70.59%	40.34%	12.60%
Asian	3	44	1851	78.57%	100%	100%	66.67%
Black/African American	28	27	1602	48.41%	57.14%	39.29%	3.57%
Hispanic	68	30	1632	52.91%	76.47%	39.71%	13.24%
Two or More Races	7	22	1548	40.05%	42.86%	0%	0%
White	98	33	1677	58.69%	80.61%	51.02%	26.53%
Currently Emergent Bilingual	26	27	1599	48.56%	76.92%	23.08%	11.54%
Fourth Year of Monitoring	1	49	1889	87.50%	100%	100%	100%
Special Ed Indicator	34	21	1528	37.34%	32.35%	11.76%	2.94%

7th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	162	21	1726	45.02%	59.26%	20.37%	0.62%
Economic Disadvantage	103	20	1714	43.27%	55.34%	17.48%	0%
Asian	2	31	1896	67.39%	100%	50%	50%
Black/African American	27	19	1708	42.27%	40.74%	14.81%	0%
Hispanic	58	20	1713	43.10%	58.62%	13.79%	0%
Two or More Races	7	19	1703	41.30%	42.86%	14.29%	0%
White	68	22	1741	47.47%	67.65%	27.94%	0%
Currently Emergent Bilingual	24	18	1692	39.86%	45.83%	20.83%	0%
Special Ed Indicator	34	15	1655	33.63%	23.53%	0%	0%

6th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	195	21	1707	48.79%	78.97%	35.38%	11.79%
Economic Disadvantage	122	20	1690	46.55%	75.41%	30.33%	9.02%
American Indian/Alaskan Native	3	22	1719	51.16%	100%	33.33%	0%
Asian	3	26	1797	59.69%	66.67%	66.67%	33.33%
Black/African American	43	21	1703	48.51%	79.07%	37.21%	13.95%
Hispanic	62	19	1665	43.06%	69.35%	20.97%	4.84%
Two or More Races	9	31	1890	72.09%	100%	88.89%	33.33%
White	75	22	1717	50.36%	84%	38.67%	13.33%

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Currently Emergent Bilingual	27	20	1688	46.51%	77.78%	37.04%	7.41%
Special Ed Indicator	42	16	1620	36.43%	47.62%	11.90%	4.76%

6th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	212	27	1599	47.73%	73.58%	41.04%	8.49%
Economic Disadvantage	131	26	1587	45.84%	68.70%	39.69%	4.58%
American Indian/Alaskan Native	3	31	1644	55.36%	100%	66.67%	0%
Asian	3	35	1695	63.10%	100%	66.67%	33.33%
Black/African American	44	29	1621	51.18%	81.82%	56.82%	4.55%
Hispanic	66	24	1567	42.56%	60.61%	28.79%	3.03%
Two or More Races	10	32	1653	57.32%	90%	70%	10%
White	86	27	1600	48.03%	75.58%	37.21%	13.95%
Currently Emergent Bilingual	27	23	1556	40.94%	66.67%	29.63%	0%
Special Ed Indicator	45	19	1508	33.53%	31.11%	11.11%	6.67%

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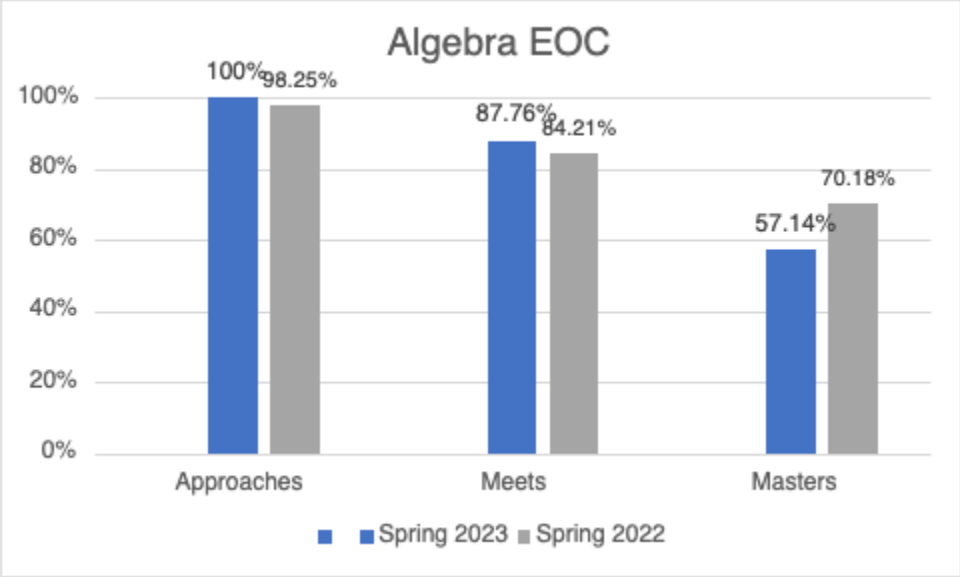
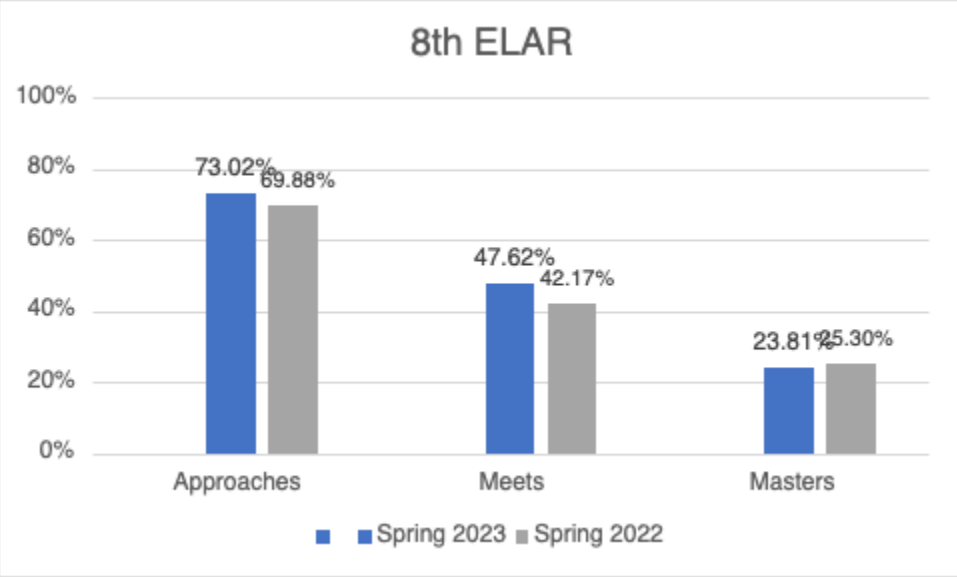
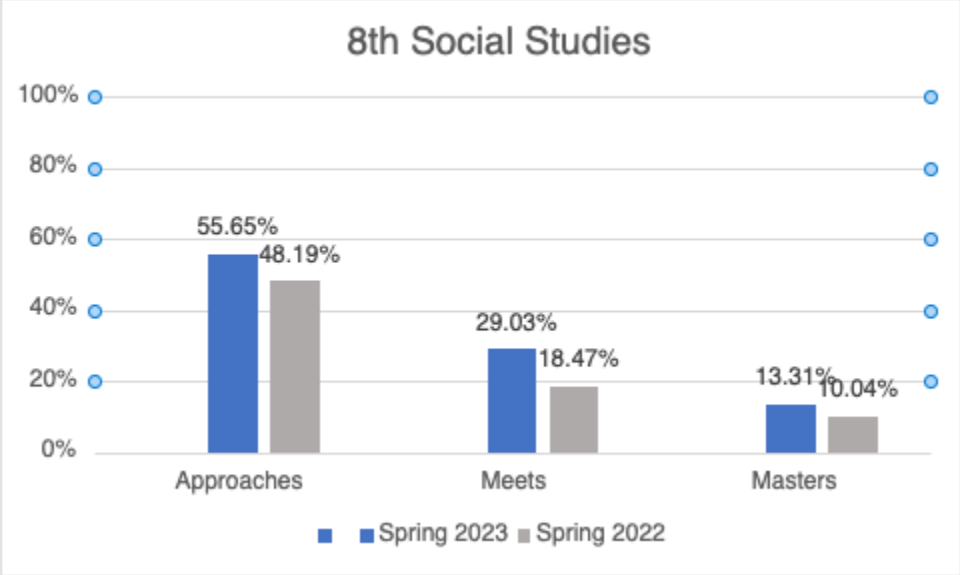
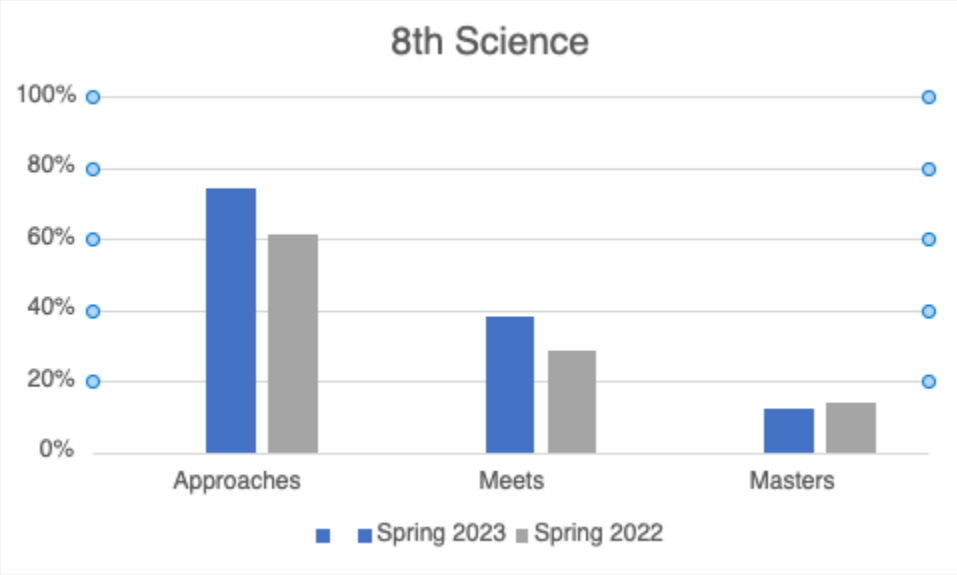
Student Achievement









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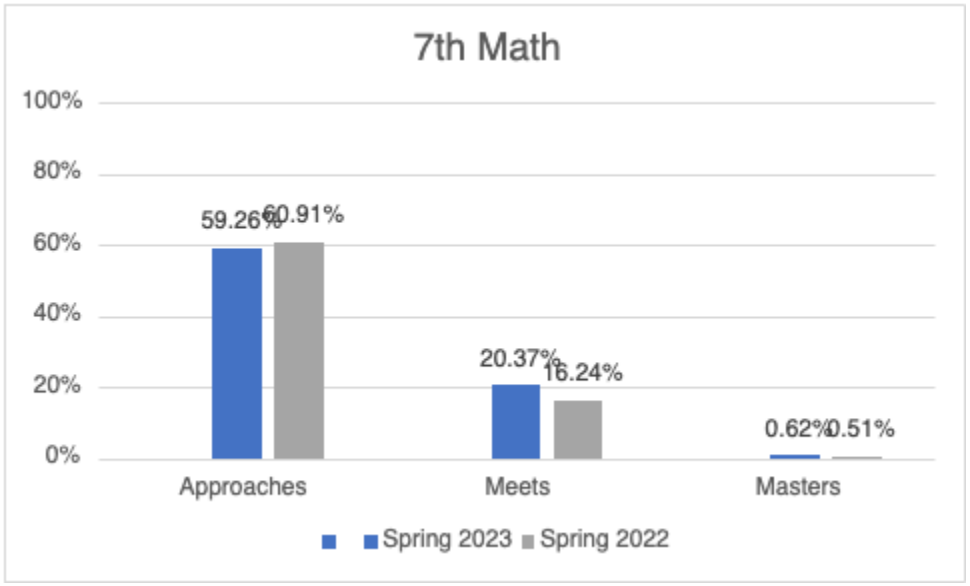
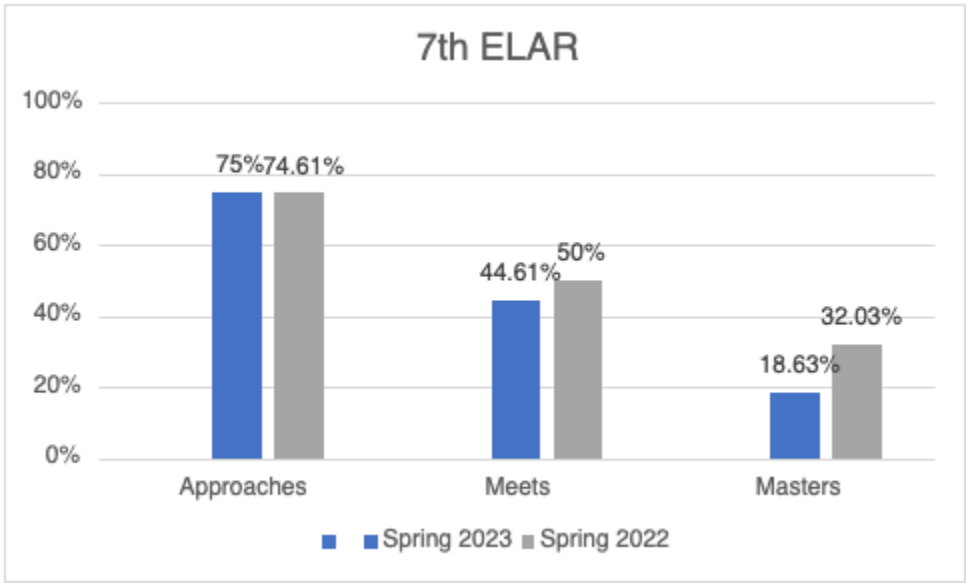
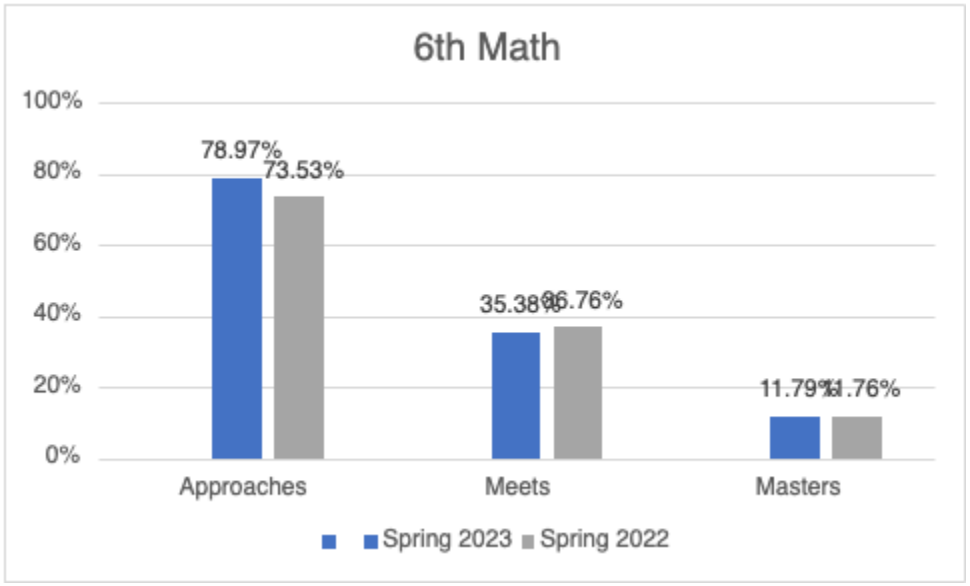
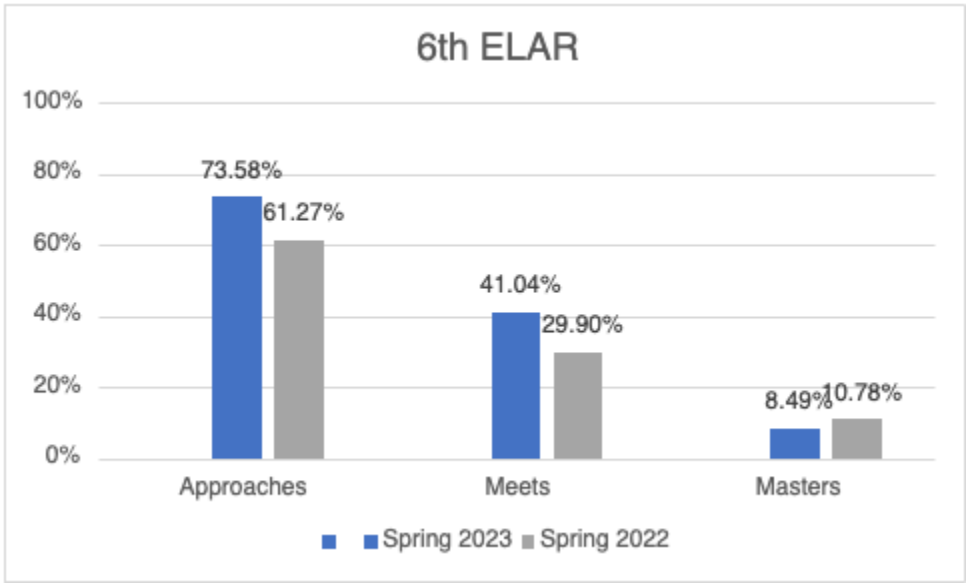

7th Math
100%
80%
60%
40%
20%
0%
59.26%
60.91%
20.37%
16.24%
0.62%
0.51%
Approaches
Meets
Masters
Spring 2023
Spring 2022


7th ELAR
100%
80%
60%
40%
20%
0%
75%
74.61%
44.61%
50%
18.63%
32.03%
Approaches
Meets
Masters
Spring 2023
Spring 2022


6th Math
100%
80%
60%
40%
20%
0%
78.97%
73.53%
35.38%
36.76%
11.79%
11.76%
Approaches
Meets
Masters
Spring 2023
Spring 2022


6th ELAR
100%
80%
60%
40%
20%
0%
73.58%
61.27%
41.04%
29.90%
8.49%
10.78%
Approaches
Meets
Masters
Spring 2023
Spring 2022

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Strengths Summary

Throughout the 2022-2023 school year, we upheld our attendance rate.

For the 2022-2023 academic year, progress was observed among 8th-grade students in Science with a notable increase in the number of students achieving approaches and meets levels.

For the 2022-2023 academic year 8th grade Social Studies progress was achieved across all three categories. There was an advancement of over 7% in the Approaches, an improvement of over 3% in Master, and a particularly remarkable increase of 10.5% in the Meets Category.

In the 2022-2023 academic year, our 8th grade students saw substantial growth with an increase in Math, the percentage of students reaching the "approaches," "meets," and "masters" levels. Particularly impressive was the increase of over 10% in the "meets" category**.**

In the 2022-2023 academic year, our 6th-grade African American students demonstrated significant progress in Reading. Notably, there was a 27% increase in the Approaches category and an impressive 35% increase in the Meets category. Our Economically Disadvantaged for 6th-grade Reading improved with a 17.8% increase in Approaches and a notable 14.17% increase in the Meets category.

In the 2022-2023 academic year, special education students in 7th grade Reading demonstrated notable improvements in the Approaches, Academics, and Meets categories. Particularly noteworthy was the impressive 8.64% increase in the Meets category.

Perceptions

Mission Statement:

Frank Seale Middle School is committed to meeting the needs of all students by recognizing the physical, social, and emotional requirements that are unique to the middle school student, while maintaining the highest possible academic standards in an environment that is safe, inviting, and conducive to learning.

Vision:

Frank Seale Middle School …. inspiring excellence today to change the world tomorrow.

Statement of Purpose:

To educate all students to the highest levels of academic achievement while fostering their social emotional needs to support them in becoming productive, respectful, and responsible citizens.

Motto:

Frank Seale Middle School, Together We Can, Together We Will!

Cub Traits:

CPR- Character, Perseverance and Respect. 4 P's: Be Polite, Be Prompt, Be Prepared, Be Productive

Info from our 2023-2023 Capturing Kids' Hearts (Capturing Kids' Hearts) Survey

GLOWS

Staff Capturing Kids' Hearts (Capturing Kids' Hearts) Survey, some notable strengths identified among our teachers include their ability to offer personal encouragement to students as a general practice. Additionally, they excel at fostering a sense of hope and optimism among our students about their future prospects as a standard part of their teaching approach.

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Families Capturing Kids' Hearts (Capturing Kids' Hearts) Survey: Families express that their children like attending school on most days.
Families generally feel at ease when it comes to discussing concerns or sharing ideas with their child's teacher or the school administration. Families report a strong sense of being welcomed and included within the school community where their child attends.

Student Capturing Kids' Hearts (Capturing Kids' Hearts) Survey: Students felt they understand the outcomes and consequences when they don't adhere to the classroom Social Contracts. Students report they receive consistent encouragement from my teachers to strive for excellence as a student. Students report they have one or more teachers who understand them beyond their academic performance.

GROWS

Staff: Capturing Kids' Hearts (Capturing Kids' Hearts) Survey: Based on the results of the Capturing Kids' Hearts (Capturing Kids' Hearts) staff survey conducted for the 2022-23 school year, there are areas where our new campus leadership team can focus on growth in the upcoming academic year. The principal should foster a culture of collaboration among the campus staff, and our campus leadership team should enhance their demonstration of professional respect towards the staff.

Families Capturing Kids' Hearts (Capturing Kids' Hearts) Survey: In their Capturing Kids' Hearts (Capturing Kids' Hearts) survey feedback, our families have expressed in their Capturing Kids' Hearts (Capturing Kids' Hearts) survey responses that there is room for improvement in ensuring that they feel listened to when I share a concern or suggestion with my child's teacher or the school administration. Furthermore, FSMS must strive for faithful implementation of Social Contracts to ensure that parents are well-informed about their utilization within my child's classrooms and throughout the school campus.

Student Capturing Kids' Hearts (Capturing Kids' Hearts) Survey: This year, we aim to enhance our CHK processes based on feedback received from our students. According to their Capturing Kids' Hearts (Capturing Kids' Hearts) survey responses, students have indicated that classroom Social Contracts for acknowledging positive student behaviors are not frequently utilized by their teachers. Additionally, students have noted that hand signals, which serve to grab the class's attention or halt side-bar conversations, are infrequently employed in our classrooms.

Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	IXL, StemScopes, Algebra Big Ideas, Lead4ward
Tests:	MAP, STAAR, PSAT for 8th graders
District Resources:	TRS, DIGS, Stemscopes Math and Science
Program Support Services (Extracurricular Activities, After School programs etc.)	Capturing Kids Hearts YES Programs MISD Digital Citizenship Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer CTE: Cub News, Robotics, MixInc Student Council National Junior Honor Society 8th grade Washington DC Trip Math Pentathlon

School Processes & Programs Strengths

List Program Strengths here.

- Implementing a focused and systematic plan to enhance student growth and improve scores, with dedicated personnel for support.
- Incorporating "FOCUS time" into the daily master schedule, allowing 30 minutes for academic intervention and enrichment for all students.
- Establishing District PLC Fridays to provide additional purposeful planning time.
- Conducting monthly content PLC meetings for vertically aligned content teams to streamline processes.
- Hosting weekly grade level PLC meetings for teachers to dissect learning standards, create student exemplars, and develop common formative assessments.
- Campus Instructional Leadership Team to facilitate instructional leadership at the school.
- Appointing Multi Classroom Leaders in Math, ELAR, and Social Studies who collaborate with classroom teachers to provide content feedback and support.
- Assistant principals and counselors are partnered up by grade level 6th and 7th (8th grade split).This arrangement enables them to collaborate as teams to provide academic and behavioral support to students.
- Ensuring that FSMS remains dedicated to providing students with thoughtfully designed, diverse instructional lesson plans that nurture their academic growth. Teachers are empowered with opportunities and tools for creating rigorous lessons. Furthermore, the administration conducts collaborative learning walks to offer constructive feedback and authentic coaching guidance to teachers.

Priority 1: Student Success

District Performance Objective 1.2	All Students Exhibit Yearly Growth in Core Areas
Key Strategic Action(s)	Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize Eduphoria and other digital assessment platforms and tools that can streamline the assessment process and provide real-time data analysis. Weekly PLC meetings to use data analysis to promote collaboration among educators and instructional leaders. ALL department heads and MCL's will receive training in data analysis to assist their department head in using assessment to inform their teaching practices.	Administrators, MCLs, Lead Teachers, District Curriculum Specialists	By the end of the academic year, the FOCUS intervention classes will utilize IXL data, MAP data, and STAAR data to determine intervention groups, resulting in a measurable improvement in student performance. By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted areas: • 6th-grade reading: Meets rating will increase from 41% to 44% • 6th-grade math: Meets rating will increase from 35% to 38% • 7th-grade reading: Meets rating will increase from 45% to 48% • 7th-grade math: Meets rating will increase from 20% to 23% • 8th-grade reading: Meets rating will increase from 48% to 51% • 8th-grade math: Meets rating will increase from 49% to 52%				

Establish regular PLC/ data meetings where teachers and administrators can come together to discuss assessment results, share insights, and collaboratively plan instructional adjustments.	Administrators, MCLs, Lead Teachers, District Curriculum Specialists	Weekly PLC or data meetings provide a forum for teachers to discuss assessment results in-depth. This alignment helps to eliminate gaps in instruction and ensures that teachers are collectively working towards common goals. Increase student performances in ALL student groups By 2024, the number of students performing at Meets grade level will increase by 3% in the targeted areas: ● 6th-grade reading: Meets rating will increase from 41% to 44% ● 6th-grade math: Meets rating will increase from 35% to 38% ● 7th-grade reading: Meets rating will increase from 45% to 48% ● 7th-grade math: Meets rating will increase from 20% to 23% ● 8th-grade reading: Meets rating will increase from 48% to 51% ● 8th-grade math: Meets rating will increase from 49% to 52%				Yes
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 13% from 2023 to 18%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 7% from 2023 to 12%.				

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District Performance Objective 1.3	Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching				
Key Strategic Action(s)	Enhance student learning through innovative instructional practices and tools				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Host regular PLC / data meetings provide a forum for teachers to discuss assessment results in-depth.	Administrators, MCLs, Lead Teachers, District Curriculum Specialists	Weekly PLC meetings and Pink Friday PLC will occur to help eliminate gaps in instruction and ensure that teachers are collectively working towards common goals. By 2024, the number of students performing at Meets grade level will increase by 3% in math and reading for each grade level.				
Establish support systems, such as instructional coaches (MCLs) or mentorship programs (ASPIRE), to assist teachers in implementing innovative practices effectively.	Administrators, MCLs, Lead Teachers, District Curriculum Specialists	Teachers will receive personalized guidance and feedback from instructional coaches or mentors, leading to enhanced instructional quality by at least 3 walkthroughs a year.				
The campus Behavioral Interventionist will provide support for students and staff to increase student achievement.	Title 1 staff	**Title 1:** Providing behavioral support will decrease the 23-24 student student referrals and out class time by 5% when compared to the 22-23 referral rate.				Yes
The Multi-Classroom Leader position will provide instructional support to	Title 1 staff	The multi-classroom leader will meet with new staff 3 times per six weeks.				Yes

staff through coaching, data analysis, lesson planning and small group interventions. **Title 1:** Multi-Classroom Leaders will offer curriculum and instruction support to address our new-to-profession teacher and new-to-district teachers' needs.		The multi-classroom leader will conduct 2 walk-through and coaching sessions per six weeks				

√ =Accomplished	**C =Considerable**	**S =Some Progress**	**N =No Progress**	**X =Discontinue**

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1	*Recruit and Retain High Potential Talent*
Key Strategic Action(s)	*Establish and put into action a talent pipeline that both retains and provides incentives for our most skilled personnel, all in the pursuit of ensuring the success of our students.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish a performance management system with clear expectations tied to student success metrics, providing regular feedback and recognition for outstanding performance	Admin, MCL, District C&I	Decrease in staff resignations by 15% Improvement on district Survey about caring about the success of teachers by 20%.				
Acknowledge the outstanding efforts of the faculty and staff as they consistently excel in their work day in and day out.	Administrators, Counselors, Teachers, Students	Monthly recognize Teacher of the Month/Para of the Month - focused on Capturing Kids' Hearts (Capturing Kids' Hearts), nominated by staff: Staff - Traveling Panther Cub / Para- Traveling Heartbeat plaque. Recognize on social media and newsletter.				
Actively recruit highly qualified and passionate educators who align with our campus's mission and values, with the aim of enhancing our educational community and providing exceptional learning experiences for our students Collaborate with the MISD Human Resources department and actively	Admin, teachers	Attend 1 job fair in the Fall and 2 job fairs in the spring.				

participate in job fairs to attract and recruit exceptionally qualified educators.						
Foster a culture of collaboration and open communication within the organization. Keep staff informed about campus goals and how their roles contribute to student success.	Administrators, MCLs, Lead Teachers,	Week-at-Glance one pager given to each staff member weekly for the events / celebrations on campus each week. The Cub Chronicles will be sent out every week to communicate important campus news, share pictures of our students and staff in action, and share important upcoming dates with families. Facebook will be utilized at least once a week to publicize the amazing teaching, learning, celebrations, and activities we have taking place at FSMS.				
District Performance Objective 2.2		*Systematic Management of Individual Talent*				
Key Strategic Action(s)		*Committed to supporting and empowering our campus staff, fostering their professional growth and ensuring their success within Midlothian ISD.*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1** **#2** **#3**			**Supported by State or Federal Funds**
Invest in ongoing professional development and training programs to enhance the skills and knowledge of your staff. 488	Administrators, MCLs, Lead Teachers, EB Specialists, District Curriculum Specialists	Professional Learning Community Days offered 2 times each six weeks - will incorporate optional choice sessions aimed at tailoring the experience to meet the individual needs of teachers. (EB, SPED, Differenations, Data DIgs) Investing in professional development can boost employee morale and reduce turnover by less than 15%, as staff				

		members are more likely to stay with a campus that supports their career growth.				
Establish intentional systems for identifying and recruiting high-potential future leaders, while also offering opportunities for them to gain exposure to various roles and responsibilities, fostering their personal growth and development.	Admin, MCL, staff	Within the 23-24 school year at least 25% of staff will have served in a leadership role within our campus, demonstrating their readiness and ability to take on leadership responsibilities.				

√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1	*Commit to MISD Cultural Tenants in a way that ensures staff and students well -being.*
Key Strategic Action(s)	*Foster a culture of excellence rooted in collaboration, emphasizing kindness, respect, and inclusivity.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Staff will implement Capturing Kids Hearts principles and action steps to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and peers by establishing collaborative agreements of acceptable behavior.	Teacher, staff, admin counselors, CHK PC team	95% of teachers will formulate their professional goals rooted in Capturing Kids Hearts (Capturing Kids' Hearts (Capturing Kids' Hearts)) principles, using their growth within the Capturing Kids' Hearts (Capturing Kids' Hearts) process as a foundation. These goals, aligned with the EXCEL model, will harmonize with our MISD Cultural Tenets. To gauge progress, a Capturing Kids' Hearts (Capturing Kids' Hearts) survey will be administered at the conclusion of the 2023-24 school year, complemented by discussions during the T TESS End-of-Year conference, thereby providing a comprehensive assessment of our growth journey. Each month, we will recognize two students from each grade who exemplify the Capturing Kids' Hearts (Capturing Kids' Hearts) character trait of the month				

		with a pizza lunch, certificates, and their photos displayed prominently for the entire month.				
Students take ownership of growing their own social emotional behavior, focusing on positivity, respect, integrity, determination and empathy using Capturing Kids' Hearts principles	All staff, Students	Proactive approach will lead to a decrease in both in-school and out-of-school suspensions by 25% as students learn to manage their emotions, communicate effectively, and resolve conflicts in a more constructive manner. Students will become more self-aware, better at understanding and managing their emotions, and more empathetic towards their peers. Student referrals reduction by 20% for the 2023-2024 school year.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades 6-8, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

By providing multiple places for students to belong through arts, sports, clubs and other programs, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 94.5% to 95% for the 23-24 school year.				
District Performance Objective 3.2		*Strive to be a listening and learning organization aligned with stakeholders engagement.*				
Key Strategic Action(s)		*Dedicated to fostering robust engagement among students, staff, families, and community. We are committed to creating diverse and meaningful opportunities for all stakeholders to actively participate in our educational community.*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Students: this means offering extracurricular activities, leadership programs, and a nurturing environment that promotes their voices and passions.	Admin All Staff	Offering a diverse range of extracurricular activities and leadership programs will likely result in higher student participation and engagement. Increase athletics and fine arts participants by 10%. Extracurricular activities provide opportunities for students to build positive relationships with peers who share similar interests, reducing feelings of isolation. Increase student Capturing Kids' Hearts (Capturing Kids' Hearts) survey from an average score of 2.6 to 3.0.				

Staff will be encouraged to collaborate, innovate, and continuously develop professionally.	All Staff	50% of teachers will attend professional development workshops to better equipped to provide the necessary support to students with unique learning challenges (Capturing Kids' Hearts (Capturing Kids' Hearts), IXL, MAPS, Region X, Lead4ward, MISD training, etc)				
Families will be welcomed into our school life through open communication channels, events, and support networks. We will actively seek community partnerships to enhance the resources available to our campus. Work with the MISD Middle Schools to provide a Veteran's Day Celebration	Admin Teachers, PTO, CEIC, Title 1 staff	**Title I:** We will host at least 5 community partnerships events that enable us to provide additional support services, such as mentorship, or tutoring, benefiting students who require extra assistance. (All Pro Dads, Saturday Learning Camps) Host at least 3 Family engagement activities such as: Dad and Science Nights, Family Literacy Night and Family Game Night. Attendance incentives provided include refreshments and support materials.				Yes

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				

Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

State Compensatory

Budget for Frank Seale MS

Total SCE Funds:
Total FTEs Funded by SCE: *.80*

Name	Position	FTE
Mina Scott	*7th Grade ELAR/ ESL/LPAC*	*34%*
Susan Smith	SPED Aide - CM/Inclusion	25%

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Alanna Lewallen	Principal
Classroom Teacher	Megan Pearsoon	Assistant Principal
Administrator	Cesar Quintero	Assistant Principal
Classroom Teacher	Courtney Johnson	Teacher
Classroom Teacher	Danielle Hyde	Teacher
Classroom Teacher	Stacy Mitchell	Teacher
Classroom Teacher	Grant Hughson	Teacher
Classroom Teacher	Brandy Corona	Teacher
Classroom Teacher	Chaio-Hui Franks	Teacher
Classroom Teacher	Susan Bolgiano	Teacher
Classroom Teacher	David Vaughn	Teacher
Paraprofessional	Luz Moscrop	Paraprofessional
Parent	Tanya Rizo	Parent
Parent	Calvin Funchess	Parent
Parent	Mothesian Howard	Parent
Community Representative		Community Representative
Business Representative	Nicole Alvarado	Business Owner
Non-classroom Professional	Jacqueline Alexander	Counselor
District Level Professional		District Administrator

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Walnut Grove Middle School

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

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The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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Midlothian Balanced Scorecard Priorities

- Priority 1: Student Success
- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

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Comprehensive Needs Assessment

Demographics

The Demographics of Walnut Grove Middle School are the following:

Student Data:

Grade Level Breakdown:

- *6th Grade Students: 318*
- *7th Grade Students: 310*
- *8th Grade Students: 364*

Ethnicity: (percents and number of students)

- *.20% American Indian or Alaskan Native: (2 students)*
- *.4% Asian: (4 students)*
- *9.78% Black or African American: (97 students)*
- *61.39% White: (609 students)*
- *22.18% Hispanic/Latino: (220 students)*
- *5.54% 2 or More Races: (55 students)*

Gender: (percents and number of students)

- *49% Female: (476 students)*
- *52% Male: (516 students)*

Special Populations: (percents and number of students)

- *8.77% Gifted and Talented: (87 students)*
- *3.33% Emergent Bilingual: (33 students)*
- *21.17% Economically Disadvantaged: (210 students)*
- *14.01% Special Education: (139 students)*
- *29.74% At Risk: (295 students)*
- *14.21% 504 Services: (141 students)*

504

2022-2023 Student Attendance Rate:

- 21-22: 95.5% Attendance Rate
- 22-23: 95.80% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 83.3%*
- *Hispanic: 11.3%*
- *Black or African American: 3.8%*

Teacher by Gender: (percents and number of students)

- *Female: 65%*
- *Male: 35%*

Teachers by Years of Experience: (percents and number of students)

- *Beginning Teachers:*
- *1-5 Years: 12*
- *6-10 Years: 12*
- *11-20 Years: 19*
- *21-30 Years: 11*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	*220*
Out of School Suspension (OSS)	*3*
DAEP	*5*

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Demographics Strengths

STAAR/End of Course Exam Data: (bar graph)

**Areas color-coded GREEN show an increase and growth.*

Algebra EOC Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	123	41	4459	69.95%	98.37%	85.37%	54.47%
Economic Disadvantage	20	37	4226	62.71%	90%	75%	40%
Asian	1	36	4147	61.02%	100%	100%	0%
Black/African American	11	35	4133	59.32%	90.91%	63.64%	27.27%
Hispanic	29	43	4560	72.59%	100%	89.66%	58.62%
Two or More Races	4	37	4460	62.71%	100%	50%	25%
White	78	42	4471	70.95%	98.72%	88.46%	58.97%
Currently Emergent Bilingual	1	38	4224	64.41%	100%	100%	0%
Fourth Year of Monitoring	1	46	4577	77.97%	100%	100%	100%
Second Year of Monitoring	1	44	4478	74.58%	100%	100%	100%

8th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	358	28	1899	58.92%	84.92%	62.01%	24.02%
Economic Disadvantage	94	24	1834	49.29%	73.40%	45.74%	12.77%
Black/African American	40	24	1845	50.89%	72.50%	45%	10%
Hispanic	78	27	1889	56.89%	80.77%	52.56%	26.92%
Two or More Races	17	28	1892	57.84%	88.24%	58.82%	11.76%
White	223	29	1913	61.15%	88.34%	68.61%	26.46%

Currently Emergent Bilingual	7	23	1825	47.62%	57.14%	28.57%	0%
Fourth Year of Monitoring	2	30	1911	61.46%	100%	50%	50%
Special Ed Indicator	39	17	1745	35.36%	46.15%	17.95%	2.56%

8th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	335	32	1724	56.99%	90.45%	60%	25.97%
Economic Disadvantage	92	28	1674	49.18%	78.26%	43.48%	10.87%
Asian	1	41	1816	73.21%	100%	100%	100%
Black/African American	47	29	1687	51.22%	80.85%	48.94%	12.77%
Hispanic	78	32	1719	56.25%	91.03%	57.69%	25.64%
Two or More Races	14	32	1725	56.25%	100%	50%	14.29%
White	195	33	1734	58.65%	91.79%	64.10%	29.74%
Currently Emergent Bilingual	6	28	1678	49.40%	100%	33.33%	0%
Fourth Year of Monitoring	2	30	1696	52.68%	100%	50%	0%
Second Year of Monitoring	1	45	1875	80.36%	100%	100%	100%
Special Ed Indicator	37	20	1590	35.18%	59.46%	8.11%	0%

8th Grade Social Studies Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	335	27	3904	55.95%	75.52%	44.48%	20%
Economic Disadvantage	92	23	3644	46.89%	59.78%	28.26%	5.43%
Asian	1	38	4492	77.55%	100%	100%	100%
Black/African American	47	25	3769	51.45%	65.96%	38.30%	14.89%

Hispanic	78	27	3899	55.49%	70.51%	43.59%	23.08%
Two or More Races	14	26	3863	53.50%	71.43%	28.57%	14.29%
White	195	28	3938	57.29%	80%	47.18%	20%
Currently Emergent Bilingual	6	23	3653	47.28%	66.67%	16.67%	0%
Fourth Year of Monitoring	2	31	4042	62.24%	100%	50%	0%
Second Year of Monitoring	1	34	4226	69.39%	100%	100%	0%
Special Ed Indicator	37	18	3399	37.62%	37.84%	13.51%	2.70%

8th Grade Science Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	335	27	4155	58.36%	85.97%	60.30%	22.09%
Economic Disadvantage	92	22	3862	48.61%	73.91%	36.96%	8.70%
Asian	1	27	4112	58.70%	100%	100%	0%
Black/African American	47	24	3984	52.59%	78.72%	46.81%	12.77%
Hispanic	78	26	4133	57.11%	79.49%	55.13%	23.08%
Two or More Races	14	25	4138	54.97%	85.71%	57.14%	14.29%
White	195	28	4206	60.50%	90.26%	65.64%	24.62%
Currently Emergent Bilingual	6	20	3673	42.75%	66.67%	50%	0%
Fourth Year of Monitoring	2	27	4106	57.61%	100%	50%	0%
Second Year of Monitoring	1	29	4227	63.04%	100%	100%	0%
Special Ed Indicator	37	19	3613	40.25%	59.46%	18.92%	0%

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7th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	200	23	1760	50.75%	73.50%	39%	3%
Economic Disadvantage	64	22	1738	47.11%	62.50%	31.25%	1.56%
Asian	2	25	1774	53.26%	100%	50%	0%
Black/African American	25	18	1693	39.83%	44%	12%	4%
Hispanic	59	22	1743	47.83%	69.49%	28.81%	3.39%
Two or More Races	11	29	1839	63.44%	100%	72.73%	0%
White	103	25	1777	53.67%	79.61%	47.57%	2.91%
Currently Emergent Bilingual	13	23	1757	50.17%	61.54%	38.46%	0%
Fourth Year of Monitoring	1	18	1690	39.13%	0%	0%	0%
Special Ed Indicator	36	19	1687	40.28%	38.89%	22.22%	0%

7th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	348	34	1689	61.51%	86.49%	63.79%	24.43%
Economic Disadvantage	86	30	1638	53.80%	73.26%	45.35%	12.79%
Asian	2	38	1718	66.96%	100%	100%	0%
Black/African American	29	27	1598	48.21%	65.52%	34.48%	3.45%
Hispanic	88	33	1671	58.14%	79.55%	56.82%	21.59%
Two or More Races	18	39	1743	69.94%	100%	88.89%	38.89%
White	211	36	1703	63.98%	91%	68.25%	27.49%
Currently Emergent Bilingual	15	29	1627	51.90%	73.33%	33.33%	6.67%
Fourth Year of Monitoring	2	44	1822	77.68%	100%	100%	50%

Special Ed Indicator	38	22	1532	39.05%	44.74%	15.79%	0%

6th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	280	27	1818	63.70%	91.43%	63.93%	33.57%
Economic Disadvantage	49	22	1715	50.02%	77.55%	34.69%	8.16%
American Indian/Alaskan Native	2	25	1763	58.14%	100%	50%	0%
Asian	2	20	1684	46.51%	50%	50%	0%
Black/African American	24	22	1719	50.39%	87.50%	25%	12.50%
Hispanic	45	25	1774	58.24%	84.44%	53.33%	20%
Native Hawaiian/Pacific Islander	1	21	1703	48.84%	100%	0%	0%
Two or More Races	14	29	1851	67.11%	92.86%	71.43%	35.71%
White	192	29	1841	66.72%	93.75%	71.35%	40.10%
Currently Emergent Bilingual	3	24	1762	56.59%	66.67%	66.67%	33.33%
Fourth Year of Monitoring	2	15	1609	33.72%	50%	0%	0%
Special Ed Indicator	36	18	1670	42.64%	61.11%	22.22%	5.56%

6th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	293	34	1677	60.34%	89.08%	68.26%	30.72%
Economic Disadvantage	53	30	1632	53.27%	88.68%	50.94%	9.43%
American Indian/Alaskan Native	2	34	1675	59.82%	100%	50%	50%
Asian	2	34	1718	60.71%	50%	50%	50%
Black/African American	26	31	1642	54.53%	88.46%	50%	15.38%

Hispanic	47	30	1638	54.14%	85.11%	59.57%	12.77%
Native Hawaiian/Pacific Islander	1	41	1749	73.21%	100%	100%	100%
Two or More Races	15	33	1675	58.93%	93.33%	53.33%	26.67%
White	200	35	1691	62.60%	90%	74%	36.50%
Currently Emergent Bilingual	3	32	1654	57.14%	66.67%	66.67%	33.33%
Fourth Year of Monitoring	2	22	1557	39.29%	100%	0%	0%
Special Ed Indicator	39	23	1554	40.34%	56.41%	20.51%	2.56%

8th graders showed improvement on the ELAR and Math STAAR test from 2022 to 2023, with an increase in the percentage of students scoring at the "approaches" level.

For Math STAAR, 8th graders went from 13.97% Masters in 2022 to 24.02% in 2023.

7th graders showed significant improvement in Math in Approaches (67.16% to 73.5%) and Meets (28.92% to 39%) from 2022 to 2023.

For 6th grade, students improved in both Math and ELAR from 2022 to 2023. 6th Grade ELAR STAAR Masters went from 23.6% to 30.72 and 6th Grade Math STAAR went from 20.51% to 33.57%.

Attendance from 2022 to 2023, remained relatively the same with a slight increase in 2023. Attendance rate for the 2023 was 95.8%

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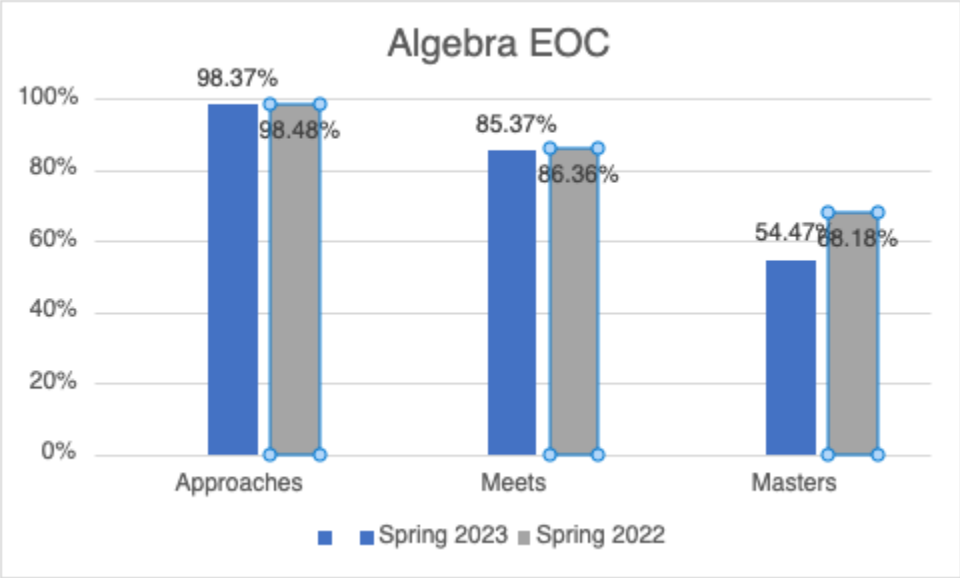
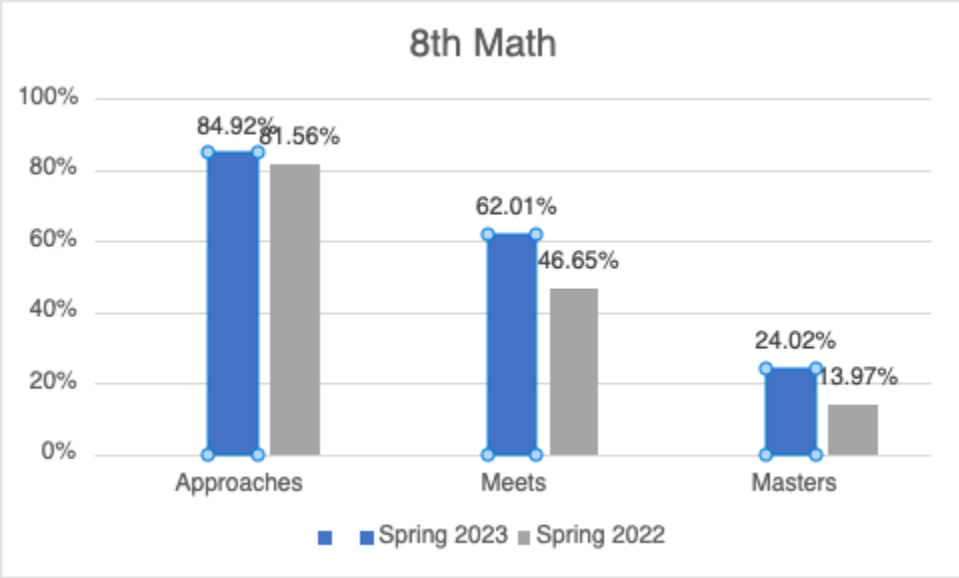
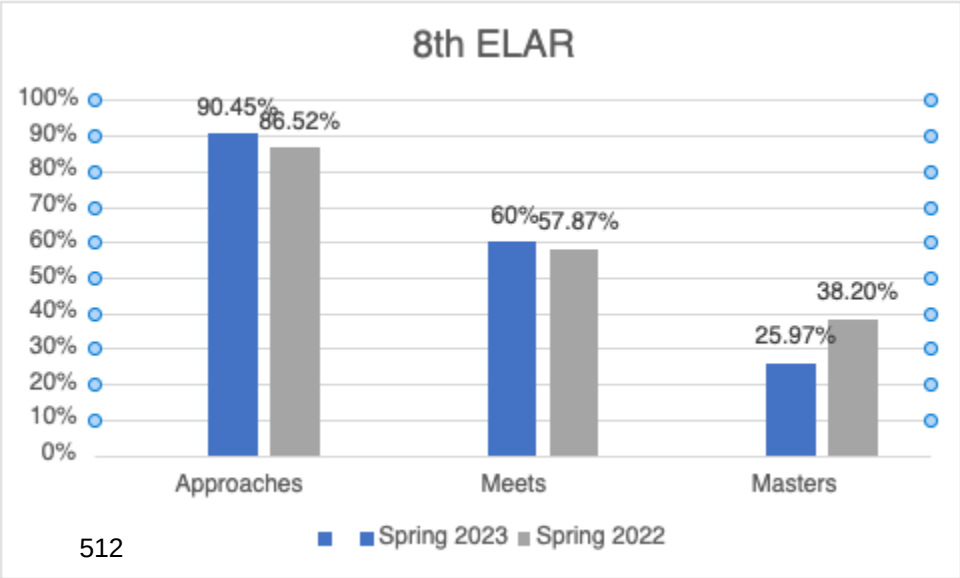
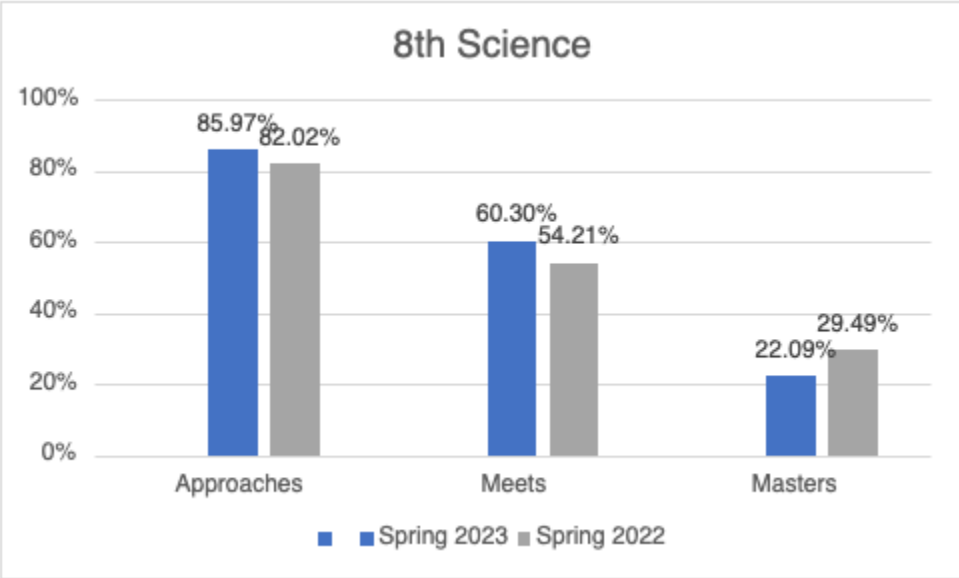
Student Achievement









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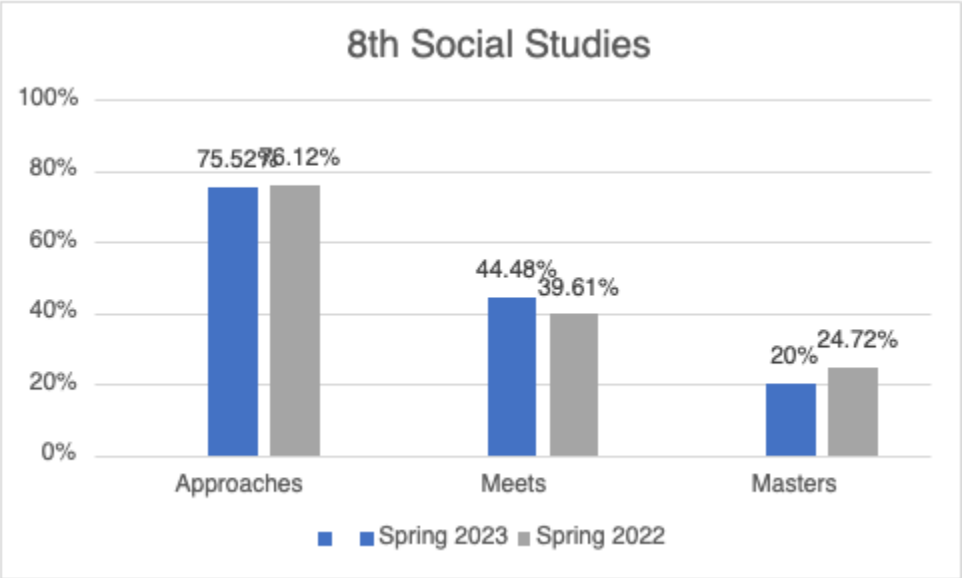
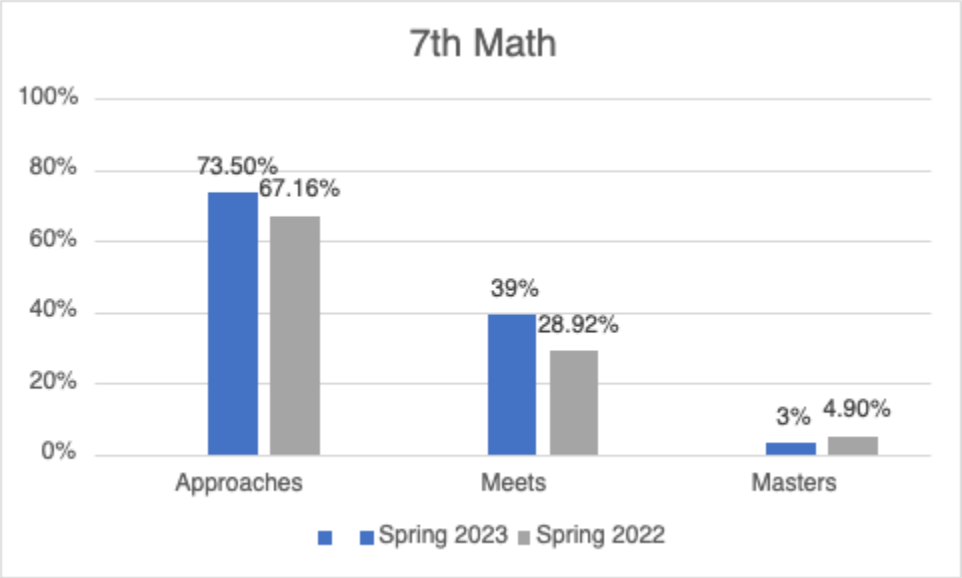
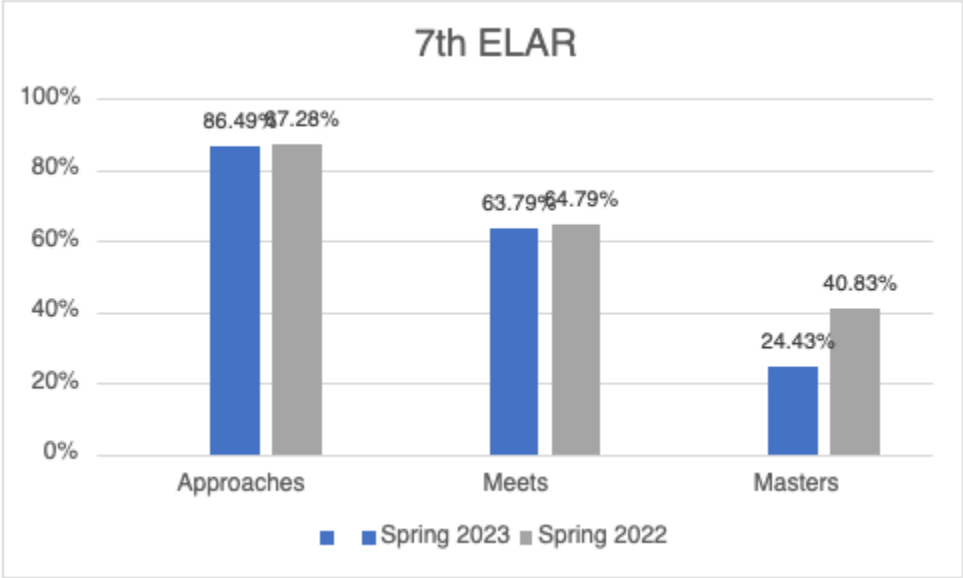

8th Social Studies
100%
80%
60%
40%
20%
0%
75.52%
76.12%
44.48%
39.61%
20%
24.72%
Approaches
Meets
Masters
Spring 2023
Spring 2022


7th Math
100%
80%
60%
40%
20%
0%
73.50%
67.16%
39%
28.92%
3%
4.90%
Approaches
Meets
Masters
Spring 2023
Spring 2022


7th ELAR
100%
80%
60%
40%
20%
0%
86.49%
87.28%
63.79%
64.79%
24.43%
40.83%
Approaches
Meets
Masters
Spring 2023
Spring 2022

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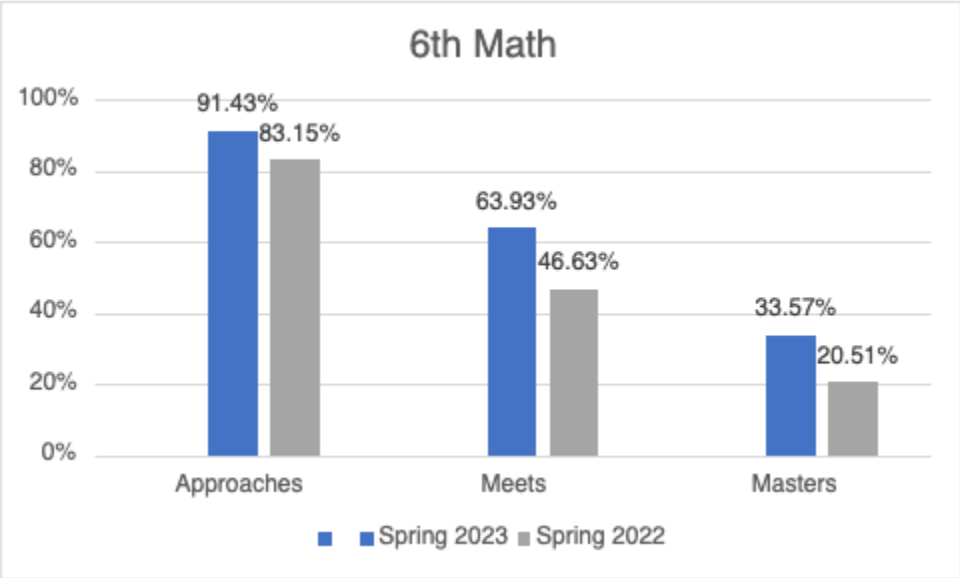
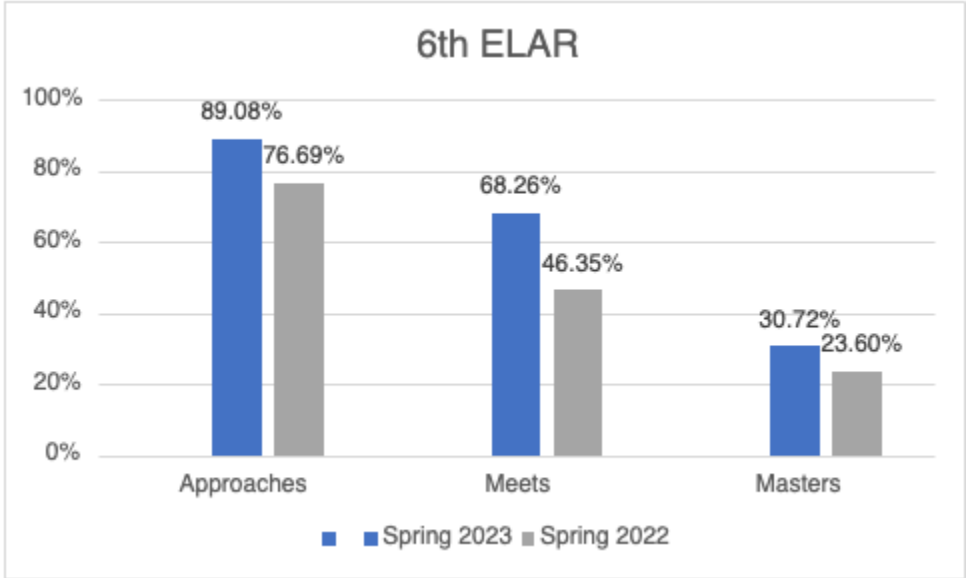

6th Math
100%
80%
60%
40%
20%
0%
91.43%
83.15%
63.93%
46.63%
33.57%
20.51%
Approaches
Meets
Masters
Spring 2023
Spring 2022


6th ELAR
100%
80%
60%
40%
20%
0%
89.08%
76.69%
68.26%
46.35%
30.72%
23.60%
Approaches
Meets
Masters
Spring 2023
Spring 2022

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Perceptions

Mission Statement: WGMS exists to meet the academic, social and emotional needs of all students in an environment that is respectful and engaging.

Vision Statement: To love and educate.

Motto: You belong here.

4 P's: Prompt, Prepared, Productive, Polite

Staff Retention Data:
Total Staff Retention: 87%

- Promotions within the District: 1=2%
- Retirement: 0=0%
- Moved (family): 2=3%
- Resigned: 5=8%

Capturing Kids' Hearts EOY 2022-2023 Survey

3 Glows:

- Average score for Culture and Climate (Teacher and Staff) Survey Statements/Questions is above the Capturing Kids' Hearts baseline. Score was 4.6 and Capturing Kids' Hearts baseline was 4.4.
- Our highest score was - I believe having good relationships with our students is important for their success (4.8).
- On the student survey, the Capturing Kids' Hearts baseline was almost met for "My teachers encourage me to be the best student I can be." at 3.5. Capturing Kids' Hearts Baseline was 3.6.

3 Grows:

- "We start each class period by sharing Good Things or celebrations." Students scored WGMS at 2.5 and the Capturing Kids' Hearts baseline is 4.
- "We refer to our classroom Social Contracts on a regular basis." Students scored WGMS at 2.5 and the Capturing Kids' Hearts baseline is 4.
- In the Family Survey, our WGMS families scored us at a 2.8 and the Capturing Kids' Hearts Baseline is 4.1 for "I have heard about the use of Social Contracts in my student's classrooms or on campus."

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Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, iReady, IXL, Newslea, Lead4Ward
Tests:	MAP, STAAR, PSAT for 8th graders
District Resources:	TRS, DIGS, Stemscopes Math and Science, Newslea, Lead4Ward, PLC Documentation, Lesson Plans
Program Support Services (Extracurricular Activities, After School programs etc.)	Capturing Kids' Hearts After School Clubs Washington DC trip National Junior High Society YES Programs MISD Digital Citizenship Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer CTE: Cat News, Robotics, MixInc, Graphic Designs Student Council

School Processes & Programs Strengths

List Program Strengths here.

- Implementing an explicit and systematic plan to enhance student growth and improve scores, with dedicated personnel for support.
- Establishing District PLC Fridays to provide additional purposeful planning time.
- Conducting monthly content PLC meetings for vertically aligned content teams to streamline processes.
- Appointing Multi Classroom Leaders in Math and ELAR who collaborate with classroom teachers to provide content feedback and support.
- Ensuring that WGMS remains dedicated to providing students with thoughtfully designed, diverse instructional lesson plans that nurture their academic growth. Teachers are empowered with opportunities and tools for creating rigorous lessons. Furthermore, the administration conducts collaborative learning walks to offer constructive feedback and authentic coaching guidance to teachers.

Priority 1: Student Success

District Performance Objective 1.2	All Students Exhibit Yearly Growth in Core Areas
Key Strategic Action(s)	1.2c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Instructional Decision-Making: Utilize Eduphoria and MAP to streamline the assessment process and provide real-time data analysis. By the end of the academic year, the students involved in Accelerated Instruction will utilize IXL and accelerated tutoring. **Customized Student Support:** Real-time data analysis enables educators to identify individual student strengths and weaknesses quickly. This information will be used to provide targeted support to students.	Principal, Assistant Principals, MCLs	85% of the AI students will maintain or show growth on their MAP and/or STAAR scores. 90% of students needing HB1416 Intervention hours will be placed in Accelerated Instruction at least one time per week.				
Improved Instructional Alignment: Lesson plans will reflect increased rigor as evidenced by the essential questions and the explicit instructions. Core Content Areas will meet bi-weekly in PLCs to review student data. PLCs will discuss assessment results, share	Principal, Assistant Principals, MCLs, iCoach	90% of our teachers will have evidence of the essential questions and explicit instructions.				

insights, collaboratively plan and find resources to assist teachers in planning engaging and rigorous lessons. .						
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 19% from 2023 to 24%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 24% from 2023 to 29%.				
District Performance Objective 1.3		Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching				
Key Strategic Action(s)		1.3c Enhance student learning through innovative instructional practices and tools				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish Multi Classroom Leaders (MCLs) in ELAR and Math. Teachers will receive personalized guidance and feedback from MCLs,	Principal, Assistant Principals, MCLs	Enhanced instructional quality as observed by teachers performing at the accomplished level or higher with a 5% increase in T-TESS.				
Teacher created lesson plans will be reviewed weekly by Campus Administrators. Teachers will receive personalized feedback from their assigned appraiser.	Principal, Assistant Principals	This feedback will result in a 5% increase of teachers performing at the accomplished level in Domain 1 of T-TESS.				

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.2	Systematic Management of Individual Talent
Key Strategic Action(s)	2.2a Define leadership roles through the development of exemplary profiles aligned to role responsibilities in order to identify high-potential leaders

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish Multi Classroom Leaders (MCLs) in ELAR and Math.	Principal, Assistant Principal	80% of ELAR and Math teachers will report that they feel supported most of the time or higher in the 2023-2024 EOY MCL Feedback Survey (A survey will be conducted by ELA and Math teachers to determine baseline data of perceived effectiveness of the MCL position at the end of the 2024 school year).				
Utilize Multi Classroom Leaders (MCLs) in ELAR and Math for Learning Walks. ELAR and Math teachers will receive support from the MCLs in order to do Learning Walks of their peers. With these Learning Walks, vertical alignment will improve as evidenced on Lesson Plans.	Principal, Assistant Principal, MCLs	75% ELAR and Math teachers will improve to Accomplished in 2 out of the 4 Dimensions in Domain 1.				

District Performance Objective 2.2	Systematic Management of Individual Talent					
Key Strategic Action(s)	2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide opportunities for staff to present and provide professional development opportunities based on areas of strength identified by the Administrator.	Principal, Assistant Principal, Department Heads, Capturing Kids' Hearts Process Champions	50% of staff will participate in leadership roles at the campus and district level in 2023-2024 by presenting PD and/or facilitating Capturing Kids' Hearts's EXCEL model during the staff PLC and department PLC.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 3: Culture, Climate, and Safety						
District Performance Objective 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s)		3.1.c Foster a culture of belonging among students and staff				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Staff will implement Capturing Kids' Hearts within the classroom - Good Things, Student Ambassadors, Launch.	Principal, Assistant Principal, Capturing Kids' Hearts Process Champions	Reduction of classroom referrals from discipline issues that could be resolved at the classroom level by utilizing the WGMS Discipline Flowchart. For the 2023-24 school year, the Discipline Data will decrease by 5%.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades 6-8, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

Affirmations of Staff: A staff member that is exhibiting Capturing Kids' Hearts will be recognized weekly/bi-weekly. The staff member will be chosen by peers, awarded the Porcelain Panther to sign, and be recognized on social media and Wildcat Tales.	Principal, Assistant Principal	This affirmation will result in an increase of .1 point on the EOY Capturing Kids' Hearts Survey (2022-23 overall score was 4.6).				
Affirmations of Students: Students will be recognized on daily announcements and Wildcat Tales when they receive a Cat Gram from a WGMS Staff member. At least 5 Cat Grams per week will be awarded.	Principal, Assistant Principal, WGMS Staff	This affirmation will result in an increase from 3.5 to a 3.8 on the following from the Capturing Kids' Hearts student survey: "My teachers encourage me to be the best student I can be." (Capturing Kids' Hearts Baseline was 3.6.)				
By providing multiple places for students to belong through arts, sports, clubs and other programs, the campus will improve the student sense of belonging and attendance.	Principals, WGMS Staff	The average daily student attendance will increase .2% to 96% for the 23-24 school year.				
District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		Provide opportunities for student engagement				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize the WGMS Student Council class to gather student input regarding campus priorities and needs during monthly meetings with the Principal.	Principal, Assistant Principals	Capturing Kids' Hearts survey indicator "We start each class period sharing Good Things or celebrations." will increase from 2.5 to the baseline of 4.				

Walkthroughs will be conducted on a weekly basis to gauge the frequency of the use of the Social Contract in the classroom.	Principal, Assistant Principals	Capturing Kids' Hearts survey indicator "We refer to our classroom Social Contracts on a regular basis." will increase from 2.5 to the baseline of 4.				
Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*				
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*					
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

State Compensatory

Budget for Walnut Grove Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 1

Name	Position	FTE
Fuller, Amanda	Instructional Aide	83%
Kennedy, M'kale	ESL-Lead/8th Grade ELAR	17%

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Carly Woolery	Principal
Administrator	Natalie Dennington	Assistant Principal
Administrator	David Fontenot	Assistant Principal
Classroom Teacher	Jared Martin	Teacher
Classroom Teacher	Sarah Cooper	Teacher
Classroom Teacher	M'kale Kennedy	Teacher
Classroom Teacher	Jennifer Droege	Teacher
Classroom Teacher	LeaAnn Stephen	Teacher
Classroom Teacher	Sarah Driessner	Teacher
Classroom Teacher	Jessica Lewis	Teacher
Classroom Teacher	Susan Pullin	Teacher
Classroom Teacher	Jacob Gordon	Teacher
Classroom Teacher	Susan O'Rear	Teacher
Classroom Teacher	Andrew Griffiths	Teacher
Classroom Teacher	Shannon Cain	Teacher
Classroom Teacher	Eric Craddock	Teacher
Classroom Teacher	Fern Sanchez	Teacher
Classroom Teacher	Katherine Wickersham	Teacher
Classroom Teacher	Susan Junell	Teacher
Paraprofessional	Amy Williams	Receptionist
Parent	Whitney Krupala	Parent

Parent	Alicia Orji	Parent
Community Representative	Richard Reno	Community Representative
Business Representative	Amanda McCarty	Business Owner
District Level Professional	Shelly Hubbard	District Administrator
Non-classroom Professional	Mandy Berry	Nurse

530

Heritage High School

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Student Achievement
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Midlothian Balanced Scorecard Priorities

- Priority 1: Student Success
- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary
Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Midlothian Heritage High School are:

Student Data:

Grade Level Breakdown:

- 432 9th Grade Students: (26.9%)
- *439 10th Grade Students: (27.3%)*
- *388 11th Grade Students: (24.1%)*
- *349 12th Grade Students: (21.7)*

Ethnicity: (percents and number of students)

- *0.3% - American Indian or Alaskan Native: (5 students)*
- *1% - Asian: (17 students)*
- *13% - Black or African American: (206 students)*
- *54% - White: (872 students)*
- *26% - Hispanic/Latino (426 students)*
- *5% - 2 or More Races: (83 students)*

Gender: (percents and number of students)

- *48% Female: (778 students)*
- *52% Male: (828 students)*

Special Populations: (percents and number of students)

- *6% - Gifted and Talented: 99 students*
- *3% - Emergent Bilingual: 51 students*
- *26% - Economically Disadvantaged: students*
- *26% - Special Education: 412 students*
- *33% - At Risk: 523 students*
- 5186% - *504 Services: 260 students*

Student Attendance Rate:

- 21-22: 94.4% Attendance Rate
- 22-23: 94.7% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White:* 82.1% (69 teachers)
- *Hispanic:* 9.5% (8 teachers)
- *Black or African American:* 8.3% (7 teachers)

Teacher by Gender: (percents and number of students)

- *Female:* 45 (53.5%)
- *Male:* 39 (46.4%)

Teachers by Years of Experience: (percents and number of students)

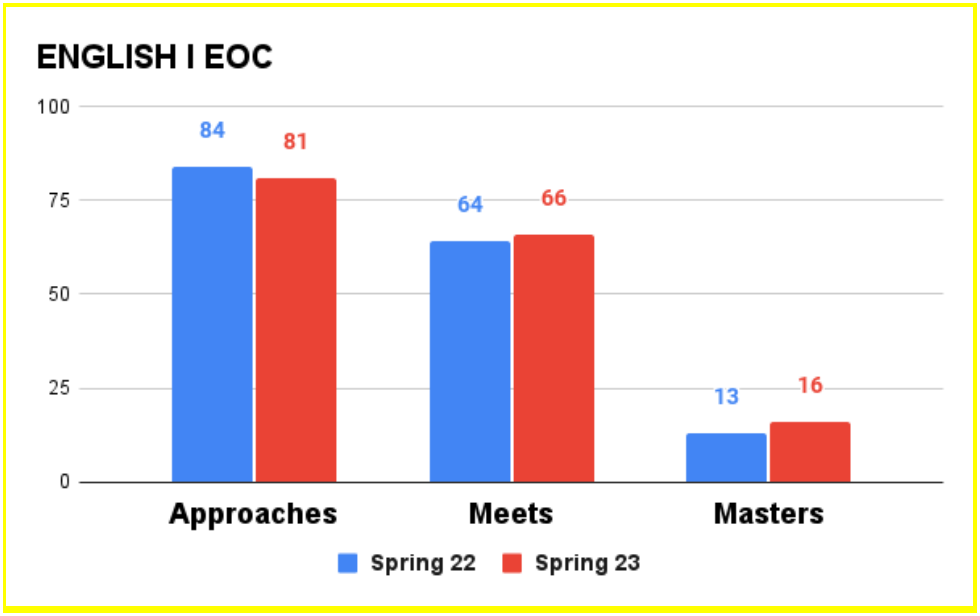
- *Beginning Teachers:* 3 (3.6%)
- *1-5 Years:* 18 (21.4%)
- *6-10 Years:* 24 (28.6%)
- *11-20 Years:* 30 (35.7%)
- *21-30 Years:* 9 (10.7%)
- *Over 30 Years:* 0

Student Discipline Data from 2022-2023

Discipline Action	Total Count
In School Suspension (ISS)	*172*
Out of School Suspension (OSS)	*72*
536 *DAEP*	*51*

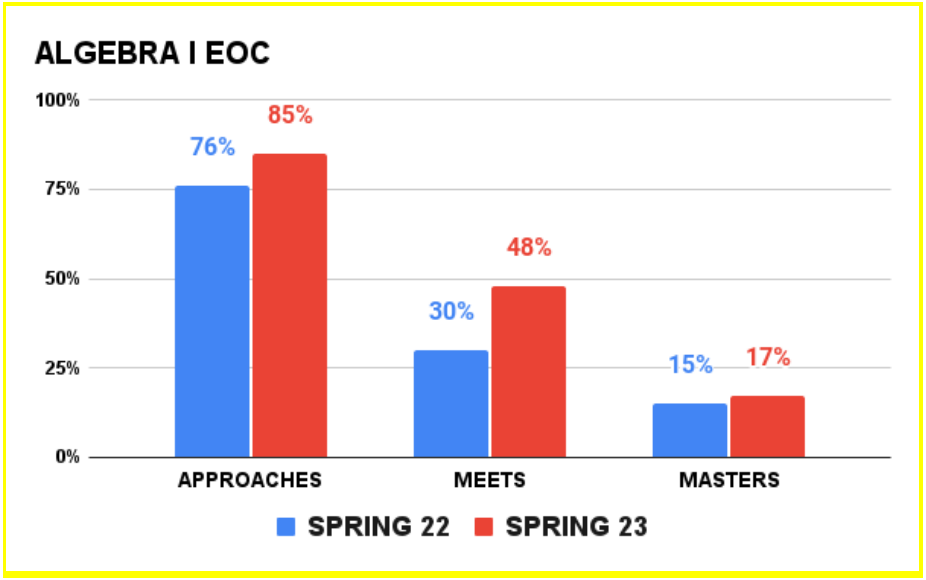
Demographics and Academic Strengths

	Spring 2023 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian Heritage High School	**432**	**42**	**4240**	**66.16%**	**89.58%**	**71.30%**	**19.91%**
Economic Disadvantage	115	38	4091	58.86%	81.74%	59.13%	10.43%
American Indian/Alaskan Native	1	33	3924	51.56%	100%	0%	0%
Asian	5	40	4161	62.50%	80%	60%	20%
Black/African American	57	39	4116	60.28%	82.46%	64.91%	12.28%
Hispanic	130	41	4189	64.15%	89.23%	69.23%	13.85%
Two or More Races	23	47	4408	73.03%	100%	82.61%	21.74%
White	216	44	4289	68.34%	90.74%	73.61%	25.46%
Currently Emergent Bilingual	10	35	3974	54.06%	80%	50%	0%
Fourth Year of Monitoring	4	44	4326	69.14%	100%	75%	25%
Special Ed Indicator	39	26	3734	41.15%	48.72%	15.38%	2.56%



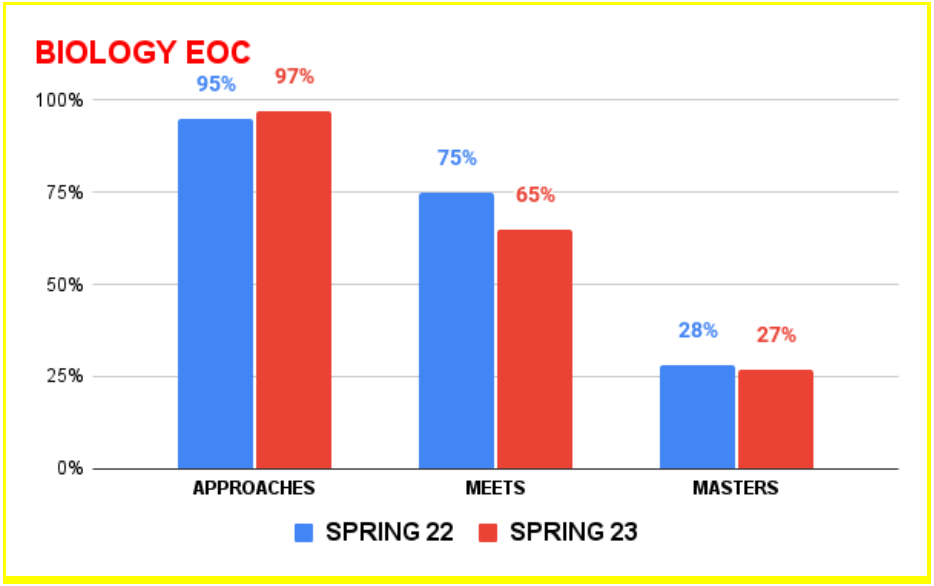
- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed above the state and region passing average

	Spring 2023 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian Heritage High School	**417**	**34**	**4137**	**58.35%**	**89.45%**	**61.39%**	**29.50%**
Economic Disadvantage	119	30	3943	50.68%	80.67%	42.86%	15.97%
American Indian/Alaskan Native	2	36	4161	60.17%	100%	50%	50%
Asian	5	37	4229	63.39%	100%	80%	40%
Black/African American	50	31	3976	52.81%	80%	48%	26%
Hispanic	130	33	4090	56.18%	86.15%	56.92%	21.54%
Two or More Races	15	34	4180	58.19%	100%	46.67%	20%
White	215	36	4198	60.84%	92.56%	67.91%	35.35%
Currently Emergent Bilingual	10	31	3949	51.69%	90%	40%	10%
Fourth Year of Monitoring	4	41	4603	68.64%	100%	75%	50%
Second Year of Monitoring	1	44	4478	74.58%	100%	100%	100%
Special Ed Indicator	37	22	3623	37.98%	59.46%	13.51%	2.70%



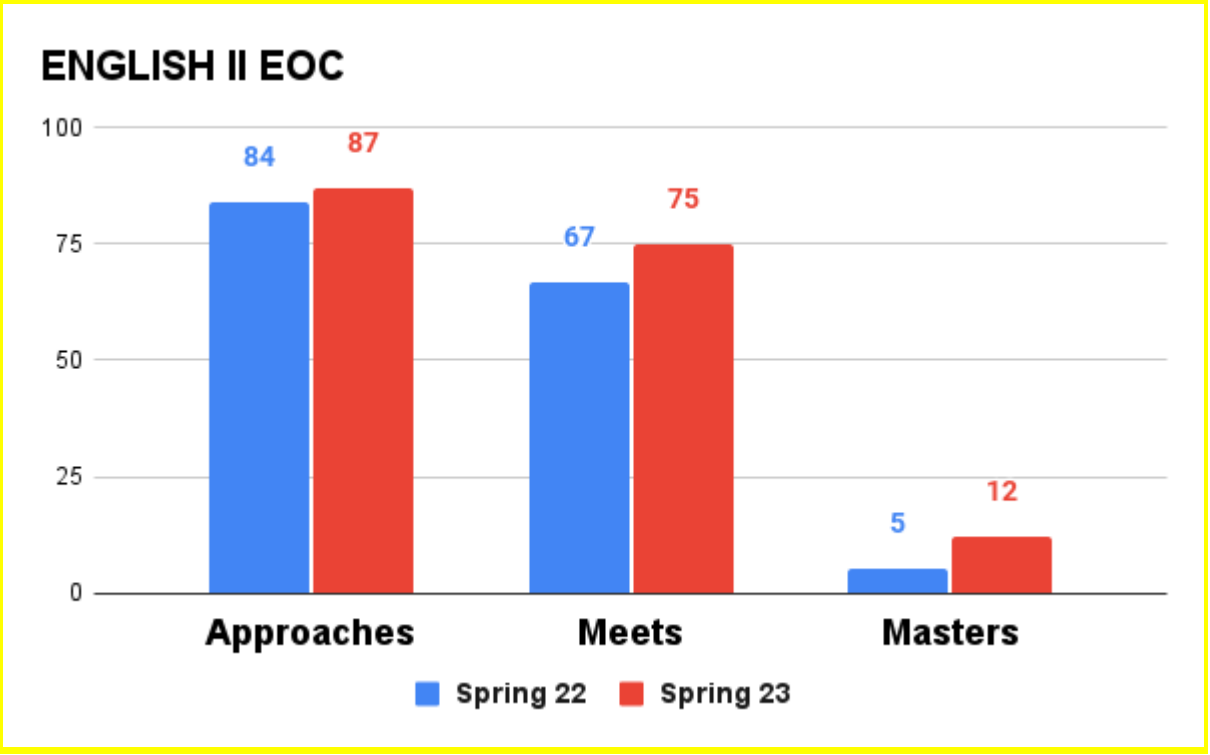
- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed at or above the state and region passing average
- Emerging Bilingual students have a higher passing percentage than the overall campus passing

	Spring 2023 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian Heritage High School	**430**	**30**	**4256**	**57.29%**	**97.21%**	**65.58%**	**27.21%**
Economic Disadvantage	116	25	4004	46.58%	93.10%	40.52%	12.07%
American Indian/Alaskan Native	1	17	3684	32.08%	100%	0%	0%
Asian	4	32	4323	60.38%	100%	50%	25%
Black/African American	54	27	4100	51.12%	96.30%	55.56%	16.67%
Hispanic	132	28	4157	52.54%	96.97%	54.55%	15.15%
Two or More Races	21	34	4432	64.87%	100%	90.48%	38.10%
White	218	32	4339	61.03%	97.25%	72.94%	36.24%
Currently Emergent Bilingual	10	20	3778	36.79%	90%	10%	0%
Fourth Year of Monitoring	4	33	4474	62.74%	100%	50%	25%
Special Ed Indicator	41	20	3778	36.82%	82.93%	17.07%	2.44%



- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed at or above the state and region passing average

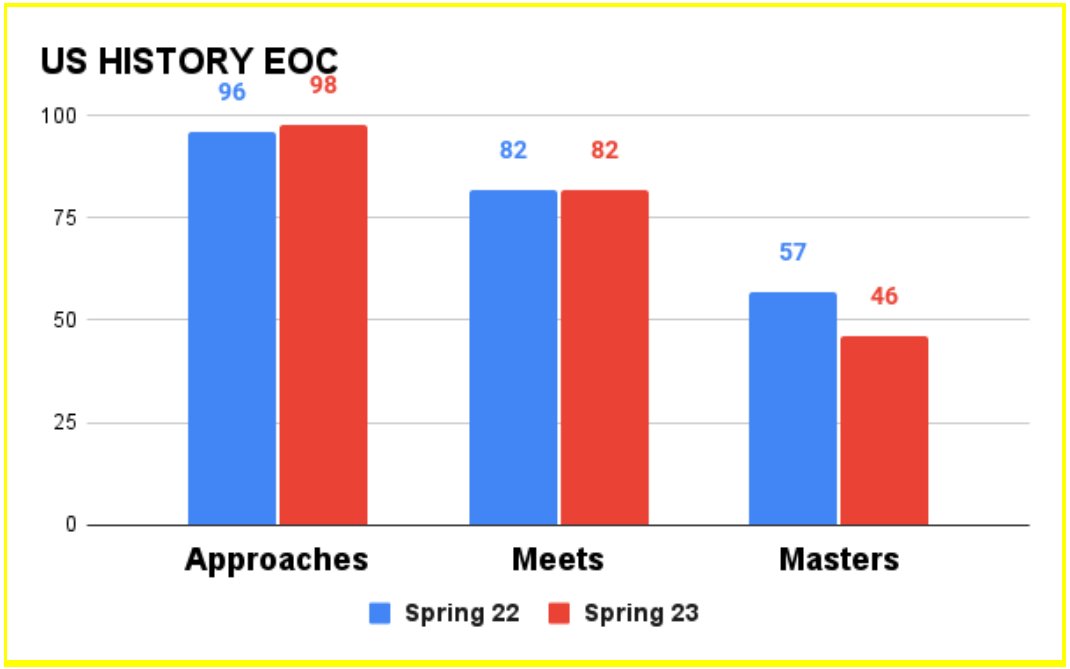
	Spring 2023 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian Heritage High School	**380**	**43**	**4259**	**67.39%**	**88.95%**	**76.84%**	**12.11%**
Economic Disadvantage	91	36	4036	56.49%	74.73%	54.95%	2.20%
Asian	8	41	4176	64.45%	87.50%	75%	0%
Black/African American	43	39	4111	61.16%	86.05%	67.44%	0%
Hispanic	87	40	4156	62.48%	81.61%	65.52%	8.05%
Two or More Races	20	43	4245	66.72%	85%	75%	10%
White	222	45	4333	70.69%	92.79%	83.33%	16.67%
Currently Emergent Bilingual	9	31	3859	48.61%	66.67%	33.33%	0%
Special Ed Indicator	32	27	3748	42.33%	40.62%	31.25%	0%



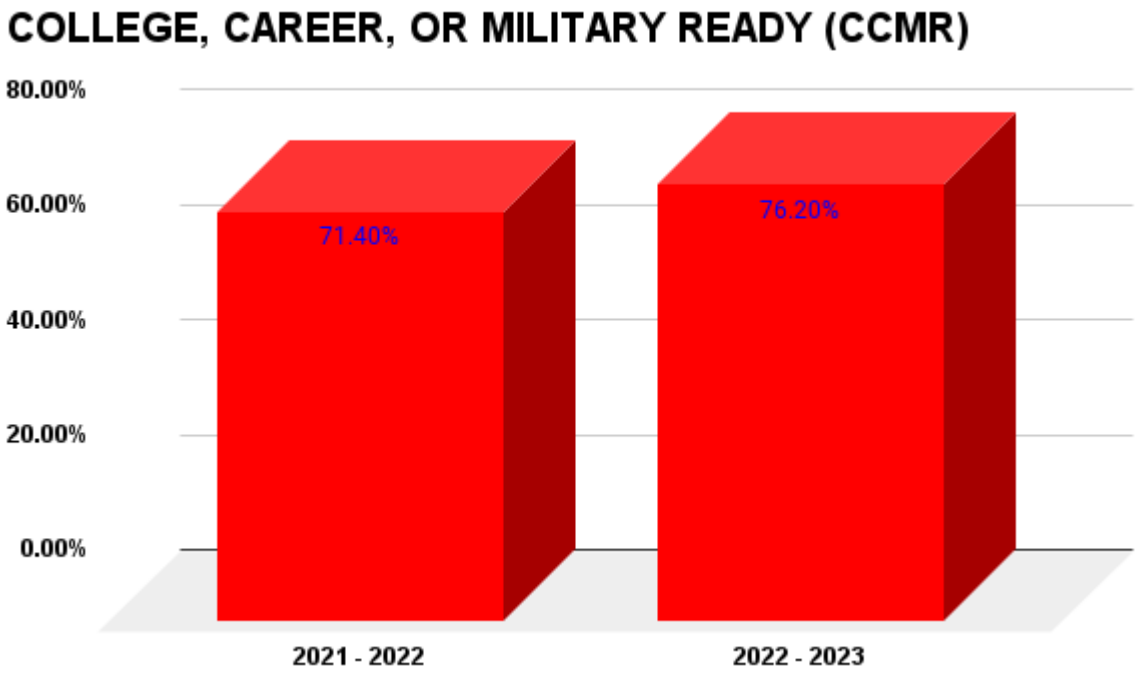
- Most student groups (exception of Asian) increased in passing percentage from 21 -22

540

	Spring 2023 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian Heritage High School	**321**	**48**	**4386**	**61.43%**	**98.44%**	**82.87%**	**47.04%**
Economic Disadvantage	61	42	4183	53.80%	96.72%	68.85%	32.79%
American Indian/Alaskan Native	2	43	4212	55.13%	100%	100%	50%
Asian	5	56	4614	71.28%	100%	100%	100%
Black/African American	42	41	4160	52.53%	95.24%	61.90%	28.57%
Hispanic	76	47	4339	59.90%	98.68%	84.21%	42.11%
Two or More Races	22	49	4401	62.18%	100%	81.82%	40.91%
White	174	50	4455	63.95%	98.85%	86.78%	52.87%
Currently Emergent Bilingual	4	43	4201	54.49%	100%	75%	25%
Special Ed Indicator	26	29	3769	37.08%	80.77%	23.08%	0%



- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed at or above the state and region passing average


COLLEGE, CAREER, OR MILITARY READY (CCMR)
80.00%
60.00%
40.00%
20.00%
0.00%
71.40%
76.20%
2021 - 2022
2022 - 2023

542

SAT SPRING 2022

Total

	# of Testers	Score Distribution	Mean Total Score (400-1600)
School	271		400 — **1005** — 1600
District	722		400 — **990** — 1600
State	250,038		400 — **966** — 1600
All Testers	1,695,397		400 — **1012** — 1600

Reading and Writing

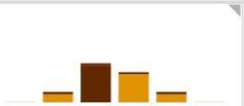
	# of Testers	Score Distribution	Mean Evidence-based Reading and Writing Score (200-800)
School	271		200 — **517** — 800
District	722		200 — **505** — 800
State	250,038		200 — **491** — 800
All Testers	1,695,397		200 — **513** — 800

Math

	# of Testers	Score Distribution	Mean Math Score (200-800)
School	271		200 — 489 — 800
District	722		200 — 485 — 800
State	250,038		200 — 476 — 800
All Testers	1,695,397		200 — 500 — 800

SAT SCHOOL DAY MARCH - APRIL 2023

Total

	# of Testers	Score Distribution	Mean Total Score (400-1600)
School	321		400 — 981 — 1600
District	706		400 — 977 — 1600
State	238,649		400 — 956 — 1600
All Testers	1,237,303		400 — 955 — 1600

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Reading and Writing

	# of Testers	Score Distribution	Mean Evidence-based Reading and Writing Score (200-800)
School	321		200 — 497 — 800
District	706		200 — 494 — 800
State	238,649		200 — 486 — 800
All Testers	1,237,303		200 — 488 — 800

Math

	# of Testers	Score Distribution	Mean Math Score (200-800)
School	321		200 — 484 — 800
District	706		200 — 483 — 800
State	238,649		200 — 469 — 800
All Testers	1,237,303		200 — 467 — 800

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Perceptions

Mission: Midlothian Heritage High School is a supportive and collaborative learning community that empowers servant leaders to embrace a tradition of excellence, innovation, integrity, diversity, and respect.

Motto: Expect Excellence From Ourselves and From Each Other Each Day

Staff Capturing Kids' Hearts Survey Results

Culture and Climate (Teacher and Staff) - 92 Survey Response(s)		
Score	**Baseline**	**Statement / Question**
4.2	4.4	AVERAGE Score for Culture and Climate (Teacher and Staff) Survey Statements/Questions
4	4.4	Our campus leadership team demonstrates professional respect for campus staff.
3.6	4.2	Our campus leadership team seeks to help campus staff with things needed to do their jobs well.
3.4	4	The principal provides opportunities for campus staff to give input about campus decisions.
3.6	4.3	The principal encourages an atmosphere of collaboration amongst campus staff.
4.4	4.5	Fellow campus staff and I help each other be effective in our classes and/or across campus.
4.6	4.4	Campus staff treat each other with respect during personal interactions.
3.9	3.9	If conflicts arise between campus staff, they work together to resolve differences quickly.
4.2	4.2	Campus staff look for ways to build each other up instead of putting each other down.
3.6	4.1	Staff recognition is built into the campus culture.
4.1	4.2	I feel like I belong at this campus.
3.9	4.1	I would describe the culture on my campus as relational.
4.2	4.3	Generally, I feel comfortable on my campus.
4.2	4.3	I enjoy working at this campus.
4.7	4.7	Generally, I provide personal encouragement to our students.
4.6	4.7	If our students have a problem, they know I would be willing to help them.
4.6	4.6	Generally, I help our students feel hopeful about their future.
4.8	4.8	I believe having good relationships with our students is important for their success.
4.8	4.9	I think it is important for our students to have a positive learning experience.
4.3	4.4	When students are absent, I tell them that they were missed.

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Capturing Kids' Hearts Student Survey Results

Student Survey (Secondary) - 1061 Survey Response(s)		
Score	**Baseline**	**Statement / Question**
2.9	3.7	AVERAGE Score for Student Survey (Secondary) Statements/Questions
3.6	4.5	My teachers greet me with a smile and positive tone as I enter class each day.
2.9	3.5	My teachers use activities to create connections and relationships with students.
3.1	3.5	I have one or more teachers who know more about me than my grades.
2.4	4	We start each class period sharing Good Things or celebrations.
2.5	4	My teachers and/or students ask follow-up questions about Good Things students have shared.
2.8	3.5	My teachers celebrate when students do something good.
2.8	3	Students have opportunities to affirm and/or celebrate each other.
3.3	3.8	My fellow students and teachers make it known to me that bullying isn't tolerated. My peers do not stand for bullying.
2.7	3.7	If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school.
3.5	4.2	My teachers care about me.
3.8	4.3	My teachers treat me with respect.
4.1	4.6	We have developed and posted classroom Social Contracts.
2.7	4	We refer to our classroom Social Contracts on a regular basis.
2.3	3.4	My teachers use Social Contract Raters and Affirmers to seek feedback.
1.9	3.4	We use hand signals (such as signals to bring the class to attention or to stop side-bar conversations) in our classrooms.
3.3	3.8	I know what happens and what the consequences are when I don't follow our classroom Social Contracts.
2.4	3.8	My teachers use our classroom Social Contracts to address misbehavior.
2.2	3.9	My teachers use our classroom Social Contracts to celebrate positive student behaviors.
2.5	3.2	Students help to lead and support Capturing Kids' Hearts Processes, such as greeting at the door, leading Good Things, following the Social Contract, and using Launches in the classroom.
2.6	3.1	When students don't follow our classroom Social Contracts, consequences are consistent.
2.1	3.6	My teachers and/or students dismiss class with a Launch or short motivational message.
2.7	3	I like going to school most days.
3.5	3.8	I like my teachers.
3.4	3.7	I have good relationships with my teachers.
2.8	3	Students treat each other respectfully.
3.6	3.6	My teachers encourage me to be the best student I can be.

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Capturing Kids' Hearts Family Survey Results

Family Survey - 268 Survey Response(s)		
Score		**Statement / Question**
3	3.7	AVERAGE Score for Family Statements/Questions
3.4	4.5	I am greeted with a smile and a positive tone when I enter my student's school.
3.5	4	I feel welcome at my student's school.
2.4	3	My student's school asks for students to share Good Things each day.
3.4	3.7	My student's school celebrates Good Things that happen in the school community.
3.2	3.8	My student's school cares for my student.
3.6	4	My student's school communicates with me consistently.
3	3.8	If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
2.7	4	I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
2.3	4.1	I have heard about the use of Social Contracts in my student's classrooms or on campus.
3.2	3.8	My student's school asks for feedback and seeks opportunities to improve.
1.9	3	My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good Things, using the Social Contract, and finishing up class with Launches.
3.1	4	Communications from my student's school are often ended with a positive quote, challenge, or short motivational message.
3.1	3.2	My student likes going to school most days.
2.9	3.5	I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful.

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Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	IXL, TRS, MAP
Tests:	MAP, EOC, ASVAB, PSAT 8/9, ACT, SAT
District Resources:	TRS, DIGS, Big Ideas, HMH Texas Into Literature, Newsela ELAR, Springboard, Real Life Financial Mathematics, Glencoe Precalculus, STATS Modeling the World, Texas Chemistry, McGraw HIll Physics, Principles and Problems, Earth and Space iScience, iCEV, Campbell Biology in Focus, Houghton Mifflin Harcourt World Geography and World History, Holt McDougal Economics,
Program Support Services (Extracurricular Activities, After School programs etc.)	Capturing Kids Hearts, YES programs, MISD Digital Citizenship, Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer Student Council, National Honor Society
School Processes & Programs Strengths	
• Establishing District PLC Fridays to provide additional purposeful planning time. • Weekly PLCs held in all 5 End of Course Subjects • Campus Instructional Leadership Team to facilitate instructional leadership at the school. • Capturing Kids Hearts Process Champions Team established to drive the campus culture and climate.	

Priority 1: Student Success						
District Performance Objective 1.1		All Students Exhibit Yearly Growth in Core Areas				
Key Strategic Action(s)		Increase the number of students who demonstrate workforce readiness				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide students with comprehensive guidance, support, and resources to explore a wide range of post-secondary pathways. 550	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	• By May of 2024, we will increase the percentage of students that graduate CCMR from 84% to 89%. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2023-2024 school year.				

District Performance Objective 1.2	All Students Exhibit Yearly Growth in Core Areas				
Key Strategic Action(s)	Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Utilize data to drive instructional decisions in the classroom through the implementation of STAAR EOC tested content-area PLCs	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	• PLCs will meet at least once a week and on professional learning days to work together to analyze data, calibrate lessons and assignments using the TEKS, create common assessments, share differentiation strategies, and share resources				
EOC tested content areas will increase the frequency of formative assessments to provide opportunities for early intervention	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	• HHS will show 3% or more growth in meets grade level in all STAAR EOC and exceed state and district average in Meets Grade level in EOC tested content areas. ○ 71% to at least 74% in ELAR I ○ 77% to at least 80% in ELAR II ○ 61% to 64% in Algebra I ○ 65% to 68% in Biology ○ 82% to 85% in US History				

Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 15% from 2023 to 20%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 16% from 2023 to 21%.				
District Performance Objective 1.3		Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching				
Key Strategic Action(s)		Enhance student learning through innovative instructional practices and tools.				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Teachers will create TEK-aligned lesson plans, aligned to the district-approved curriculum, that will be reviewed weekly by Campus Administrators. Teachers will receive feedback from their assigned appraiser.		70% of all teachers will score proficient or higher in Domain 1: Planning on their T-TESS summative.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

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Priority 2: Capacity Building and Effective Leadership						
District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		Establish systems of support and development opportunities for all staff aligned to their estimated potential				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Develop and prepare current staff for future leadership roles on the campus, giving 25% of staff an opportunity to lead		Identify and develop leadership potential in campus teachers and staff and have at least 25 % of the identified teachers in leadership roles				
Staff members will be allowed to present and provide PD opportunities based on identified area of strength on campus professional development days		The number of professional staff leading professional development/PLC/Staff Meetings/Pink Days will increase with a target of 25%.				

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Priority 3: Culture, Climate, and Safety						
District Performance Objective 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s)		Foster a culture of belonging among students and staff				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Implement a campus-wide Staff and Student Recognition program.	Campus administrators, HHS Staff	• By the end of the current academic year (at least 3 times a semester), increase student and staff recognition on campus monthly • The success of these initiatives will be measured by tracking participation rates, conducting surveys to gather feedback, and assessing its effectiveness				
By providing multiple places for students to belong through arts, sports, clubs and other programs, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 94.7% to 95% for the 23-24 school year.				

Use evidence-based curriculum to reduce violence and promote conflict resolution through training presented to students in grades 9-12, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				
District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		Provide opportunities for student engagement				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish a Principal's Advisory Council to gather input regarding campus priorities and needs.	Principal	Increase student input and belonging by establishing a Principal Advisory Council with at least 2 meetings				
Establish a Student Council (student government) where students are able to select	Principal, Associate Principals , Assistant					

representatives for each grade level	Principals , Student Council Sponsors					
Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a		***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2		***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a		***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) **4.2.b**		***Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) **4.3c**		***Build system capacity to ensure intentional financial solvency for maximization of district resources***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

State Compensatory Education Funds

Budget for Heritage High School

Total SCE Funds:
Total FTEs Funded by SCE: *5*

Name	Position	FTE
Smith, Kristi	EB/ELAR Teacher	83%
Vacant	SPED ELAR/Inclusion	8.5%
Vacant	SPED Resource Math/Inclusion	17%
Smith, Darla	SPED ELAR Resource	17%
Martinez, Mark	SPED Resource Math/Coach	17%

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Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Ketura Madison	Principal
Administrator	Amanda Brown	Associate Principal
Administrator	James Spradley	Associate Principal
Administrator	Kecia Wright	Assistant Principal
Administrator	Jeremy Dearborn	Assistant Principal
Classroom Teacher	Tammie Floyd	Teacher
Classroom Teacher	Carter McClung	Teacher
Classroom Teacher	Christina Gomez-Jimenez	Teacher
Classroom Teacher	Crystal Dennis	Teacher
Classroom Teacher	Valeria Wiebenga	Teacher
Classroom Teacher	Cliff Carbone	Teacher
Classroom Teacher	Zach Allen	Teacher
Classroom Teacher	Collin Stroner	Teacher
Classroom Teacher	Darla Smith	Teacher
Classroom Teacher	Tiffany Richey	Teacher
Parent	Deidre Norville	Parent
Parent	Mac Fleming III	Parent
District Level Professional	Tanesha Yusuf	District Administrator
Non-classroom Professional	Stacie Bailey	Counselor
Non-classroom Professional	Lori Cook	Transition Specialist

Midlothian High School

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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- Priority 2: Capacity Building and Effective Leadership
- Priority 3: Culture, Climate, and Safety
- Priority 4: District Operations/Financial Stewardship

APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Midlothian High School are found below.

Student Data:

Grade Level Breakdown: (1,964 Total Students)

- *516 9th Grade Students:*
- *519 10th Grade Students:*
- *494 11th Grade Students:*
- *438 12th Grade Students:*

Ethnicity:

- *0.01% American Indian or Alaskan Native: (13 students)*
- *1.2% Asian: (24 students)*
- *15.6% Black or African American: (306 students)*
- *52.7% White: (1,035 students)*
- *25.3% Hispanic/Latino: (497 students)*
- *4.5% 2 or More Races: (89 students)*

Gender:

- *48.8% Female: (959 students)*
- *51.2% Male: (1,005 students)*

Special Populations:

- *6.4% Gifted and Talented: (125 students)*
- *5.4% Emergent Bilingual: (106 students)*
- *33.9% Economically Disadvantaged: (665 students)*
- *11.3% Special Education: (222 students)*
- *50.4% At Risk: (990 students)*
- *14.9% 504 Services: (293 students)*

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2022-2023 Student Attendance Rate:

- 21-22: 93.10% Attendance Rate
- 22-23: 94% Attendance Rate

Teacher Demographics:

Teacher Ethnicity:

- *78.7% White*
- *11.2% Hispanic*
- *9.4% Black or African American*

Teacher by Gender:

- *57% Female*
- *43% Male*

Teachers by Years of Experience:

- *2.9% Beginning Teachers: (3 teachers)*
- *20% 1-5 Years: (21 teachers)*
- *24.8% 6-10 Years: (26 teachers)*
- *30.5% 11-20 Years: (32 teachers)*
- *24.8% 21-30 Years: (26 teachers)*
- *0% Over 30 Years: (0 teachers)*

Student Discipline Data from 2022-2023

Discipline Action	Total Count (Days out of Placement)
In School Suspension (ISS)	*1,405*
Out of School Suspension (OSS)	*317*
DAEP	*3196*

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Demographic Strengths

*Areas highlighted in green performed at or above the State Average

English I EOC Data

	Spring 2023 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian High School	563	39	4121	60.90%	81.71%	63.06%	14.56%
Economic Disadvantage	207	34	3960	52.96%	67.63%	46.38%	4.83%
American Indian/Alaskan Native	4	37	4030	57.81%	100%	75%	0%
Asian	10	47	4365	72.81%	100%	80%	30%
Black/African American	94	37	4041	57.40%	76.60%	57.45%	6.38%
Hispanic	140	36	4030	55.99%	72.86%	50%	12.14%
Two or More Races	24	36	4023	56.71%	79.17%	50%	4.17%
White	288	41	4192	64.34%	87.15%	71.53%	18.75%
Currently Emergent Bilingual	42	28	3770	43.38%	54.76%	26.19%	0%
Fourth Year of Monitoring	3	37	4041	57.81%	100%	66.67%	0%
Special Ed Indicator	58	25	3678	38.52%	41.38%	17.24%	1.72%

English II EOC Data

	Spring 2023 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian High School	523	40	4137	61.75%	83.56%	64.82%	7.46%
Economic Disadvantage	193	36	4018	55.76%	76.17%	49.22%	4.15%
American Indian/Alaskan Native	5	42	4168	65.31%	100%	80%	0%
Asian	8	44	4345	68.95%	87.50%	62.50%	25%
Black/African American	72	36	4019	55.92%	72.22%	52.78%	2.78%
Hispanic	149	36	4034	56.56%	76.51%	51.01%	5.37%
Two or More Races	22	40	4136	62.22%	81.82%	68.18%	4.55%
White	266	42	4221	66.03%	90.60%	75.56%	9.77%
Currently Emergent Bilingual	36	26	3716	40.84%	52.78%	13.89%	0%
First Year of Monitoring	1	34	3950	53.13%	100%	0%	0%
Special Ed Indicator	33	22	3600	35.13%	36.36%	12.12%	0%

Algebra 1 EOC Data

	Spring 2023 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian High School	346	29	3887	48.82%	79.19%	40.17%	14.74%

Economic Disadvantage	148	27	3827	46.13%	72.30%	35.81%	12.84%
American Indian/Alaskan Native	4	30	3959	51.27%	100%	25%	25%
Asian	3	41	4368	70.06%	100%	100%	66.67%
Black/African American	72	28	3872	47.81%	73.61%	41.67%	12.50%
Hispanic	93	28	3837	46.82%	78.49%	33.33%	11.83%
Two or More Races	17	26	3778	44.77%	76.47%	29.41%	5.88%
White	156	30	3924	50.39%	81.41%	43.59%	17.31%
Currently Emergent Bilingual	28	25	3708	41.65%	64.29%	21.43%	7.14%
Fourth Year of Monitoring	3	26	3776	44.07%	100%	33.33%	0%
Special Ed Indicator	55	23	3678	39.08%	56.36%	20%	9.09%

Biology EOC Data

	Spring 2023 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian High School	542	28	4168	53.75%	91.88%	59.04%	24.54%
Economic Disadvantage	181	25	3997	46.77%	86.74%	43.65%	14.36%
American Indian/Alaskan Native	5	22	3875	41.13%	100%	20%	0%
Asian	9	37	4562	70.65%	100%	100%	55.56%
Black/African American	84	26	4060	49.71%	92.86%	52.38%	16.67%
Hispanic	133	25	4013	47.16%	83.46%	42.86%	20.30%
Two or More Races	18	25	4011	47.80%	94.44%	44.44%	5.56%
White	290	31	4274	58.07%	95.17%	68.62%	29.31%

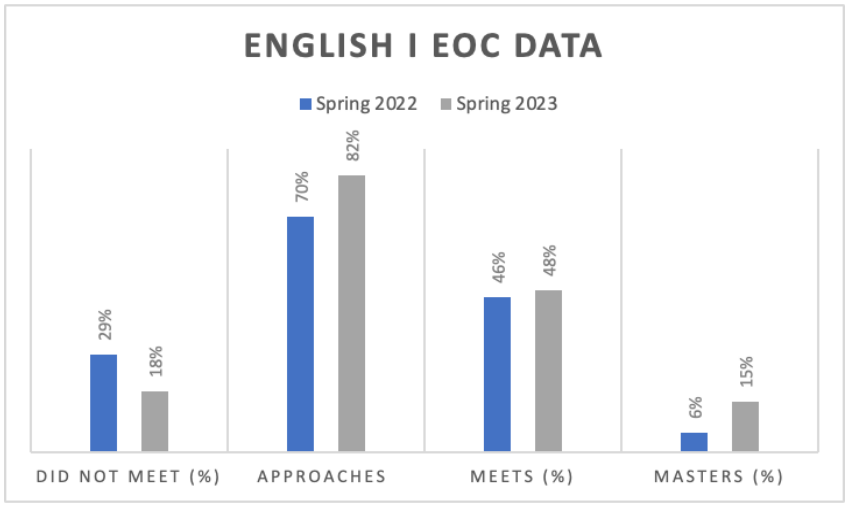
Currently Emergent Bilingual	34	19	3722	34.96%	64.71%	20.59%	2.94%
Fourth Year of Monitoring	2	24	3913	44.34%	50%	50%	0%
Special Ed Indicator	58	19	3753	36.04%	79.31%	18.97%	3.45%

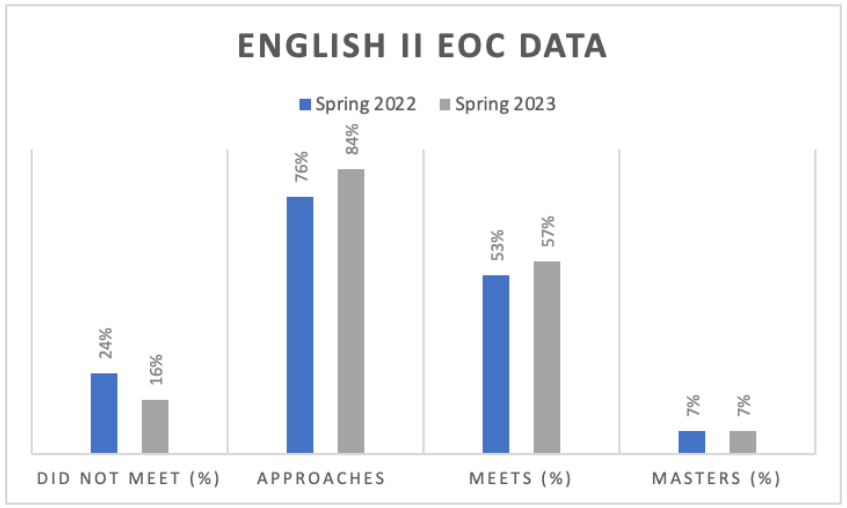
US History EOC Data

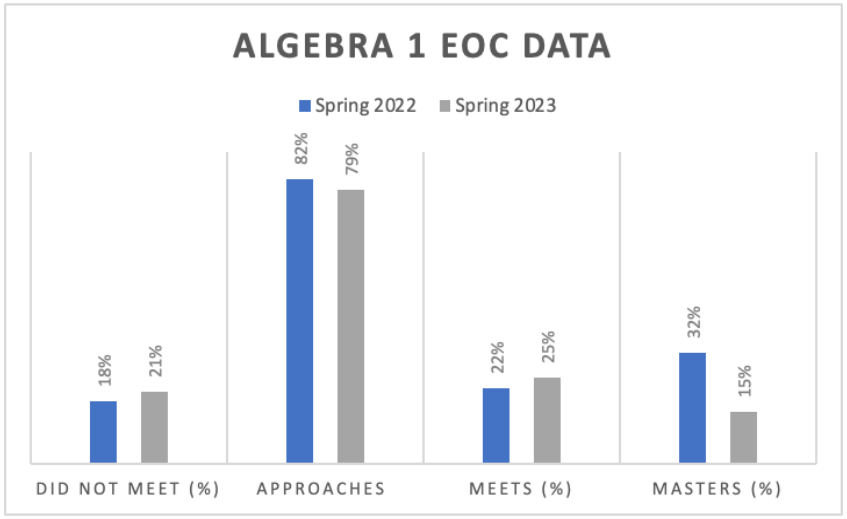
	Spring 2023 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Midlothian High School	460	44	4266	56.89%	96.74%	74.13%	37.39%
Economic Disadvantage	124	39	4096	50.02%	95.16%	54.84%	20.97%
American Indian/Alaskan Native	3	42	4198	54.27%	100%	66.67%	33.33%
Asian	6	53	4523	67.31%	100%	83.33%	66.67%
Black/African American	59	40	4132	51.43%	96.61%	59.32%	23.73%
Hispanic	112	42	4186	53.74%	97.32%	67.86%	25.89%
Two or More Races	20	47	4357	60.19%	100%	75%	50%
White	259	46	4322	59.16%	96.53%	80.31%	44.02%
Currently Emergent Bilingual	16	33	3891	41.83%	93.75%	31.25%	0%
Special Ed Indicator	30	34	3934	43.63%	90%	33.33%	16.67%

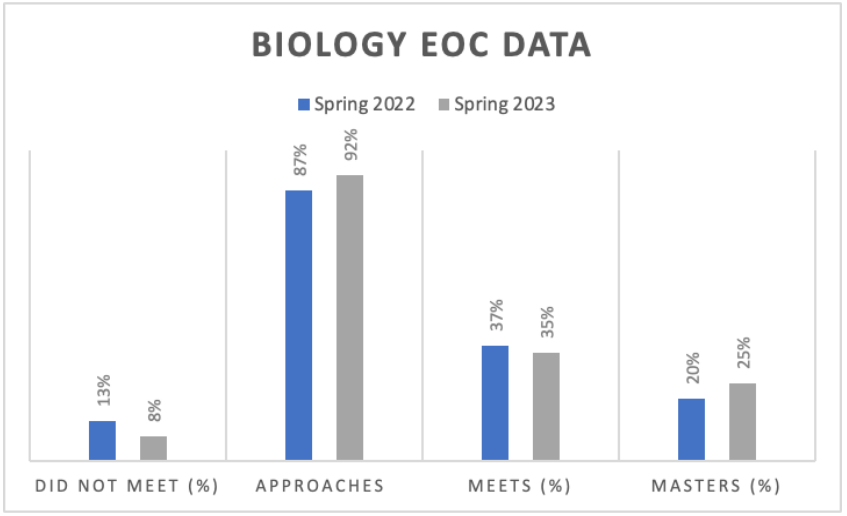
572

Student Achievement

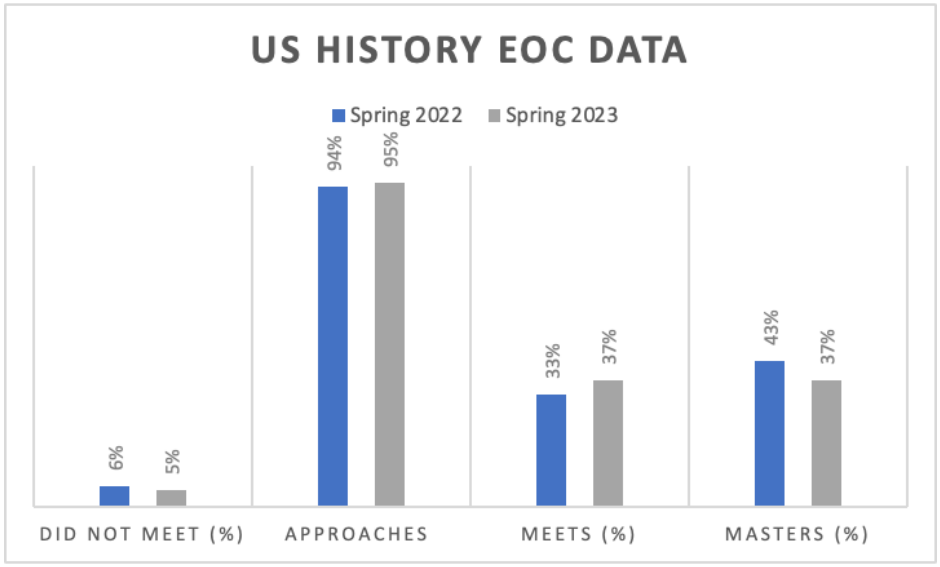




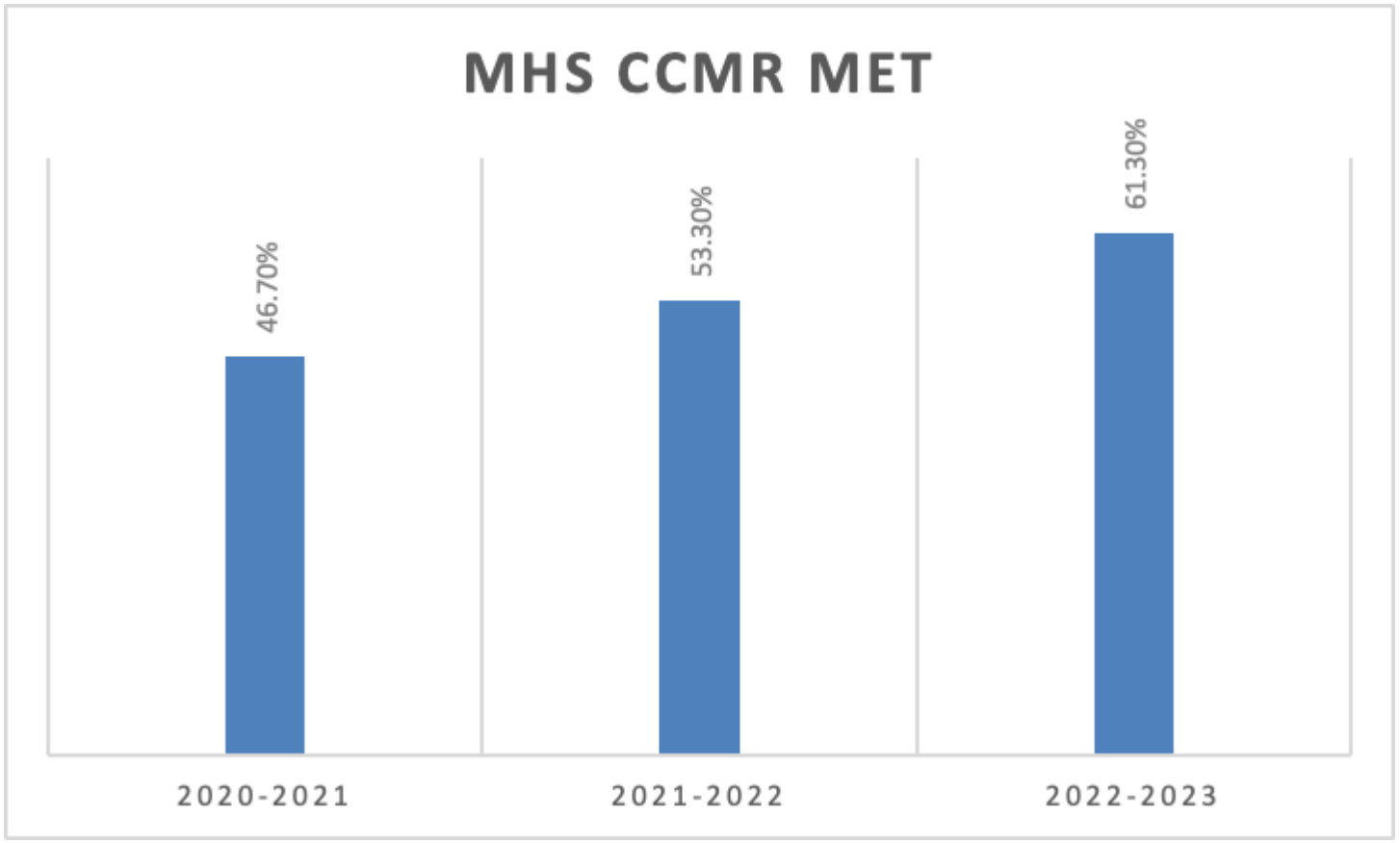


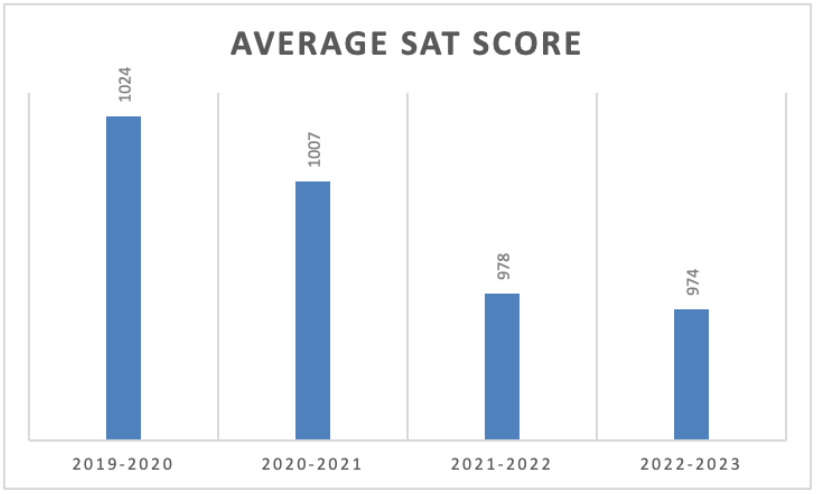


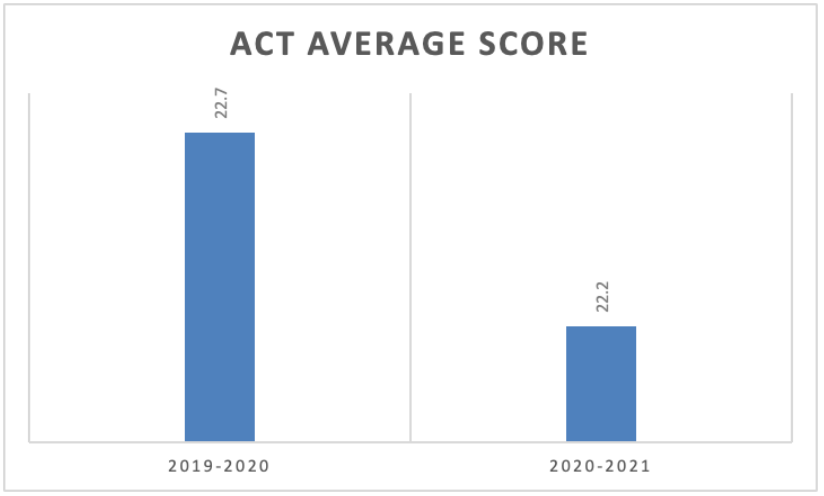
573


US HISTORY EOC DATA
Spring 2022
Spring 2023
6%
5%
94%
95%
33%
37%
43%
37%
DID NOT MEET (%)
APPROACHES
MEETS (%)
MASTERS (%)

574


MHS CCMR MET
46.70%
53.30%
61.30%
2020-2021
2021-2022
2022-2023


AVERAGE SAT SCORE
1024
1007
978
974
2019-2020
2020-2021
2021-2022
2022-2023


ACT AVERAGE SCORE
22.7
22.2
2019-2020
2020-2021

575

Perceptions

Mission Statement: Creating a Better Future, One Student at a Time.
Mascot: Panther
Panther Motto: Go 2 and Go Panthers!

Spring 2023 Staff Survey Results

Capturing Kids Hearts Survey Data

Culture and Climate (Teacher and Staff) - 110 Survey Response(s)		
Score	**Baseline**	**Statement / Question**
4.3	4.4	AVERAGE Score for Culture and Climate (Teacher and Staff) Survey Statements/Questions
4.3	4.4	Our campus leadership team demonstrates professional respect for campus staff.
4.2	4.2	Our campus leadership team seeks to help campus staff with things needed to do their jobs well.
4.1	4	The principal provides opportunities for campus staff to give input about campus decisions.
4.1	4.3	The principal encourages an atmosphere of collaboration amongst campus staff.
4.3	4.5	Fellow campus staff and I help each other be effective in our classes and/or across campus.
4.4	4.4	Campus staff treat each other with respect during personal interactions.
3.9	3.9	If conflicts arise between campus staff, they work together to resolve differences quickly.
4.2	4.2	Campus staff look for ways to build each other up instead of putting each other down.
4.2	4.1	Staff recognition is built into the campus culture.
4.1	4.2	I feel like I belong at this campus.
3.9	4.1	I would describe the culture on my campus as relational.
4.2	4.3	Generally, I feel comfortable on my campus.
4.4	4.3	I enjoy working at this campus.
4.7	4.7	Generally, I provide personal encouragement to our students.
4.6	4.7	If our students have a problem, they know I would be willing to help them.
4.6	4.6	Generally, I help our students feel hopeful about their future.
4.8	4.8	I believe having good relationships with our students is important for their success.
4.8	4.9	I think it is important for our students to have a positive learning experience.
4.3	4.4	When students are absent, I tell them that they were missed.
4.6	4.6	I believe that all of my students have the potential to do well this year.

Spring 2023 Student Survey Results

Student Survey (Secondary) - 294 Survey Response(s)		
Score	**Baseline**	**Statement / Question**
2.6	3.7	AVERAGE Score for Student Survey (Secondary) Statements/Questions
3.4	4.5	My teachers greet me with a smile and positive tone as I enter class each day.
2.6	3.5	My teachers use activities to create connections and relationships with students.
3	3.5	I have one or more teachers who know more about me than my grades.
2.3	4	We start each class period sharing Good Things or celebrations.
2.2	4	My teachers and/or students ask follow-up questions about Good Things students have shared.
2.5	3.5	My teachers celebrate when students do something good.
2.3	3	Students have opportunities to affirm and/or celebrate each other.
3	3.8	My fellow students and teachers make it known to me that bullying isn't tolerated. My peers do not stand for bullying.
2.3	3.7	If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school.
3.3	4.2	My teachers care about me.
3.6	4.3	My teachers treat me with respect.
4.1	4.6	We have developed and posted classroom Social Contracts.
2.2	4	We refer to our classroom Social Contracts on a regular basis.
1.9	3.4	My teachers use Social Contract Raters and Affirmers to seek feedback.
1.3	3.4	We use hand signals (such as signals to bring the class to attention or to stop side-bar conversations) in our classrooms.
2.9	3.8	I know what happens and what the consequences are when I don't follow our classroom Social Contracts.
2	3.8	My teachers use our classroom Social Contracts to address misbehavior.
1.7	3.9	My teachers use our classroom Social Contracts to celebrate positive student behaviors.
2	3.2	Students help to lead and support Capturing Kids' Hearts Processes, such as greeting at the door, leading Good Things, following the Social Contract, and using Launches in the classroom.
2.2	3.1	When students don't follow our classroom Social Contracts, consequences are consistent.
1.8	3.6	My teachers and/or students dismiss class with a Launch or short motivational message.
2.3	3	I like going to school most days.
3.4	3.8	I like my teachers.
3.1	3.7	I have good relationships with my teachers.
2.4	3	Students treat each other respectfully.
3.3	3.6	My teachers encourage me to be the best student I can be.

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Spring 2023 Family Survey Results

Family Survey - 161 Survey Response(s)		
Score		**Statement / Question**
3.1	3.7	AVERAGE Score for Family Statements/Questions
3.5	4.5	I am greeted with a smile and a positive tone when I enter my student's school.
3.7	4	I feel welcome at my student's school.
2.6	3	My student's school asks for students to share Good Things each day.
3.2	3.7	My student's school celebrates Good Things that happen in the school community.
3.4	3.8	My student's school cares for my student.
3.6	4	My student's school communicates with me consistently.
3.4	3.8	If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
2.9	4	I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
2.8	4.1	I have heard about the use of Social Contracts in my student's classrooms or on campus.
3.1	3.8	My student's school asks for feedback and seeks opportunities to improve.
2.1	3	My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good Things, using the Social Contract, and finishing up class with Launches.
3.1	4	Communications from my student's school are often ended with a positive quote, challenge, or short motivational message.
3.1	3.2	My student likes going to school most days.
3.1	3.5	I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful.

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Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	IXL, TRS, MAP
Tests:	MAP, EOC, ASVAB, PSAT 8/9, ACT, SAT
District Resources:	TRS, DIGS, Big Ideas, HMH Texas Into Literature, Newsela ELAR, Springboard, Real Life Financial Mathematics, Glencoe Pre-Calculus, STATS Modeling the World, Texas Chemistry, McGraw HIll Physics, Principles and Problems, Earth and Space iScience, iCEV, Campbell Biology in Focus, Houghton Mifflin Harcourt World Geography and World History, Holt McDougal Economics,
Program Support Services (Extracurricular Activites, After School programs etc.)	Capturing Kids Hearts, YES programs, MISD Digital Citizenship, PASS Tutoring, Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer Student Council, National Honor Society

School Processes & Programs Strengths
• Establishing District PLC Fridays to provide additional purposeful planning time. • Weekly PLCs held in all 5 End of Course Subjects • Appointing Multi Classroom Leaders in Math and ELAR who collaborate with classroom teachers to provide content feedback and support. • Campus Instructional Leadership Team to facilitate instructional leadership at the school. • Capturing Kids Hearts Process Champions Team established to drive the campus culture and climate.

Priority 1: Student Success						
District Performance Objective 1.1	All Students Exhibit Yearly Growth in Core Areas					
Key Strategic Action(s)	Increase the number of students who demonstrate workforce readiness					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide students with comprehensive guidance, support, and resources to explore a wide range of post-secondary pathways. 580	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	• By May of 2024, we will increase the percentage of students that graduate CCMR from 75% to 82%. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2023-2024 school year.				

District Performance Objective: 1.2	All Students Exhibit Yearly Growth in Core Areas
Key Strategic Action(s)	Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Work with EOC Content Area Teachers to seamlessly integrate Common Based Assessments for at least 50% of their Unit Assessment into their lesson plans and teaching methods. PLC conversations will stem around data conversations and reviews based on PLC agendas.	Principal, Academic Associate, and campus MCLs.	Tier 1 instruction rigor will increase • English I Meets rating will increase from 63% to 68% • English II Meets rating will increase from 65% to 70% • Algebra I Meets rating will increase from 40% to 645% • US History Meets rating will increase from 74% to 79% • Biology Meets rating will increase from 59% to 64%				
EOC Content Area Teachers will meet weekly in PLCs to review student data and backward design units of instruction. They will use a See It, Name It, Do It model. PLCs will provide training and resources to help teachers understand how to use these tools effectively to gather data on student performance. PLC conversations will stem around data conversations and reviews as	Principal, Academic Associate, Assistant Principals, and campus MCLs.	Tier 1 instruction rigor will increase • English I Meets rating will increase from 63% to 68% • English II Meets rating will increase from 65% to 70% • Algebra I Meets rating will increase from 40% to 45% • US History Meets rating will increase from 74% to 79% • Biology Meets rating will increase from 59% to 64%				

based on PLC agendas						
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 11% from 2023 to 16%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 13% from 2023 to 18%.				
District Performance Objective 1.3		Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching				
Key Strategic Action(s)		Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught and assessed) in all courses				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish Multi Classroom Leaders (MCLs) in ELAR and Math. Teachers will receive personalized guidance and feedback from MCLs, leading to enhanced instructional quality as observed by teachers performing at the accomplished level or higher	Principal and Academic Associate	5% increase in the TTESS evaluation system				
Teachers are creating and refining Lesson Plans that will be reviewed weekly by Campus Administrators.	Principal and Assistant	5% increase in Domain 1 in the TTESS evaluation system.				

Teachers will receive personalized guidance and feedback from MCLs, leading to enhanced instructional quality as observed by teachers performing at the accomplished level or higher	Principals					

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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Priority 2: Capacity Building and Effective Leadership						
District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		*2.2b Develop and implement a talent pipeline that retains and incentivizes the higher quality staff to ensure student success*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish Multi Classroom Leaders (MCLs) in ELAR and Math. MCLs will conduct learning walks and provide feedback to Math and ELAR teachers. ELAR and Math teachers will receive on the job feedback in a coaching manner and the learning walks will enable MCLs to see vertical aligned gaps in Tier 1 Instruction. .	Principal, Associate Principal	Tier 1 instruction rigor will increase • English I Meets rating will increase from 63% to 68% • English II Meets rating will increase from 65% to 70% • Algebra I Meets rating will increase from 40% to 45%				
MCLs will help lead ELAR and Math weekly PLCs in Algebra 1, English I, and English II.	Principal, Associate Principal, and MCL	MCL's will grow in their leadership capacity and be retained within the campus at 75%.				

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District Performance Objective: 2.2	Systematic Management of Individual Talent					
Key Strategic Action(s)	2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential					
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide leadership opportunities through Process Champions and Campus Leadership Team. Staff members will be allowed to present PD opportunities based on identified areas of strengths.	Principal, Assistant Principals	Develop and prepare instructional staff for future leadership roles on campus, giving 25% an opportunity to lead.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 3: Culture, Climate, and Safety						
District Performance Objective: 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s)		3.1.c Foster a culture of belonging among students and staff				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Campus Non-Negotiables (Greeting at the Door, Good Things, Daily Launch, and Affirmations) will be implemented by all teachers every day in order to build relational capacity with students.	Principal, Assistant Principal, Capturing Kids' Hearts Process Champions	Discipline Referrals for Classrooms Disruptions will decrease by 5% as compared to the 22-23 Discipline data.				
Use evidence-based curriculum to reduce violence and promote conflict resolution through training presented to students in grades 9-12, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.				

Each week, all staff will be given the opportunity to provide campus wide staff affirmations that will be shared through email on Fridays.	Principal	Staff will feel more valued and affirmed which will show on the survey conducted at the End of the Year with a .5% increase.				
By providing multiple places for students to belong through arts, sports, clubs and other programs, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 94% to 94.5% for the 23-24 school year.				
District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		*3.2a Provide opportunities for student engagement*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Establish a Principal's Advisory Council (PAC) to gather student input regarding campus priorities and needs. The PAC will help lead Capturing Kids Hearts initiatives on campus. Students help to lead and support Capturing Kids Hearts' processes, such as greeting at the door, leading good things, ect.	Principal	Increase on Capturing Kids Hearts Survey from an average score of 2% in 22-23 to 2.8% in 23-24 in the category of:				

Key Strategic Action(s)		*3.2a Provide opportunities for parent engagement*				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1	*Systematic Long-range Facility Management*
Key Strategic Action(s) 4.1.a	*Establish a maintenance cycle for the current facilities*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				

Performance Objective 4.2	*Effective and Efficient Cross Departmental Work Processes*
Key Strategic Action(s) 4.2.a	*Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		*Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		*Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		*Commitment to Financial Stewardship*				
Key Strategic Action(s) 4.3a		*Transparency of financial processes and decisions*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		*Demonstrate financial stewardship to community*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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State Compensatory

Budget for Midlothian High School

Total SCE Funds:
Total FTEs Funded by SCE: 3.57

Name	Position	FTE
Rodriguez, Tammy	SPED Aide - Resource/Inclusion	25%
Hall, Diana	ESL Lead - ESOL Teacher/LPAC	100%
Agee, Amanda	Reading Intervention	66%
Black, Olivia	Reading Intervention	66%
Lowery, Deborah	Math Intervention	100%

Midlothian High School Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Amanda Rodgers	Principal
Administrator	Caty Dearing	Assistant Principal
Classroom Teacher	Melanie Bagby	Teacher
Classroom Teacher	Alice Smith	Teacher
Classroom Teacher	Doug Wendel	Teacher
Classroom Teacher	Daisy McDonald	Teacher
Classroom Teacher	Mary Ray	Teacher
Classroom Teacher	Lori Worley	Teacher
Classroom Teacher	Larry Doran	Teacher
Classroom Teacher	Sherry Almand	Teacher
Classroom Teacher	Tony Robinson	Teacher
Classroom Teacher	Amberly Reynolds	Teacher
Classroom Teacher	Bethany Dowd	Teacher
Paraprofessional	Shelley Jones	Secretary
Parent	Greg Scott	Parent
Parent	Christina Benedict	Parent
Community Representative	Judy Walling	Community Representative
Business Representative	Jackie Miles	Business Owner
District Level Professional	Holly Thomas	District Administrator
Non-classroom Professional	Kristine Boehnke	Counselor
Non-classroom Professional	Kerri Castillo	Diagnostician

The MILE

Campus Improvement Plan
2023-2024

Board Approval Date: November 13, 2023

DRAFT

The Mission of Midlothian ISD is to:

educate students by empowering them to maximize their potential.

Vision:

The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family**.
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships**.
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose**.
- When our parents and community are behind us, **we are Midlothian Strong**.

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

DRAFT

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

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Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

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Comprehensive Needs Assessment

The MILE / DAEP / LEAP CIP Disclaimer

The MILE is a CTE Center, not a recognized TEA campus. Since opening in 2019-2020, we have been supported and guided by the CTE Booster Club and CTE Advisory Board. Our goal is to complement both comprehensive campuses by supporting specific targets in their Campus Improvement Plans (CIP), while sharing and advancing opportunities unique to The MILE.

This year, we have created a CIP that aligns with the District Balanced Scorecard. Since we "borrow" students for our classes and programs from the high schools, we will not include some of the compliance pieces from a traditional CIP. However, we will include goals for the priorities established by the District in the Balanced Scorecard. This inaugural CIP will look different from future ones, as we will use this year to capture data to establish a baseline for future goals and improvem*ent.*

Demographics

CTE Classes	*Periods Offered*	*MHS Enrollment 273*	*MHHS Enrollment 140*	*Totals 413 Students*
Culinary Arts (2 Teachers) - *Culinary Arts (Double Blocked)* - *Practicum in Culinary Arts (Double Blocked)* - *Food Science*	*TOTALS* *4 Periods* *1 Period* *1 Period*	*45* *28* *13* *4*	*24* *14* *3* *7*	***69***
Cybersecurity (1 Teacher) - *Internetworking Tech I* - *Internetworking Tech II* - *Capstone*	*TOTALS* *3 Periods* *2 Periods* *1 Period*	*27* *10* *13* *4*	*20* *10* *7* *3*	***47***
Engineering (1 Teacher) - *AeroSpace* - *Civil* - *STEM Practicum (Double Blocked)*	*TOTALS* *2 Periods* *2 Periods* *1 Period*	*39* *12* *20* *7*	*21* *4* *9* *8*	***60***
*Entrepreneurship (2 Teachers)** - *Business English* - *Business Management* - *Entrepreneurship I*	*TOTALS* *2 Periods* *3 Periods* *3 Periods**	*130* *27* *64* *31*	*47* *8* *0* *34*	***177***

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- *Entrepreneurship II* - *Practicum (Double Blocked)*	*2 Periods** *1 Period*	*3* *5*	*4* *1*	
Video Game Design (1 Teacher) - *Video Game Design* - *Video Game Programming* - *Adv Video Game Programming*	*TOTALS* *2 Periods* *1 Period* *1 Period*	*32* *20* *8* *4*	*28* *22* *4* *2*	***60***

**Entrepreneurship I and II Stacked*

**Entrepreneurship Teacher (Business Eng - 1 Period, Ent I - 3 Periods, Ent II - 2 Periods, Practicum - 1 Period (Double Blocked)) & MHS Teacher (Business Eng - 1 Period, Business Management - 3 Periods)*

The MILE	***Period*** ***MHS+HHS=Total***	*Entrepreneurship - Pratt*	*Engineering - Herrod*	*Cybersecurity w/o Foundations - Pettijohn*	*Culinary Arts - Shepard*	*Culinary Arts - Morin*	*Video Game Design - Hall*	*Business - Rodgers (MHS Only)*
8:30 - 9:23	*1st* ***37+16=53***	*Business English 8306 (13+8=21)*	*Civil Engineering and Arch PLTW 9425 (13+4=17)*	*Internetworking Tech I 9016 (4+2=6)*	*Culinary Arts 8804 (5+1=6)*	*Culinary Arts 8804 (2+1=3)*	*MHS*	*MHS*
9:34 - 10:23	*2nd* ***61+27=88***	*Entrepreneurship I 9301 (10+13=23) Entrepreneurship II 9302 (2+2=4)*	*Practicum in STEM 9416 (7+8=15)*	*Internetworking Tech I 9016 (4+2=6)*			*MHS - Foundations 9041*	*Business Management 8311 (31)*
10:34 - 11:23	*3rd* ***54+38=92***	*Entrepreneurship I 9301 (8+13=21) Entrepreneurship II 9302 (1+2=3)*		*Internetworking Tech I 9016 (2+4=6)*	*Practicum 8806 (13+3=16)* *Bistro Open*	*Shopping*	*Video Game Design 8152 (9+8=17)*	*Business English 8306 (14)*
11:25 - 12:05	*Lunch*							
12:05 - 1:00	*4th* ***65+30=95***	*Entrepreneurship I 9301 (13+8=21)*	*Civil Engineering and Arch PLTW 9425 (7+5=12)*	*Internetworking Tech II 9017 (7+4=11)*		*Culinary Arts 8804 (10+6=16)*	*Video Game Programming 8153 (8+4=12)*	*Business Management 8311 (7)*
1:14 - 2:10	*5th* ***65+21=86***	*Practicum 8312 (5+1=6)*	*Aerospace Engineering PLTW 9423 (5+4=9)*	*Capstone 9042 (4+2+1*=7)*	*Culinary Arts 8804 (11+6=17)*		*Adv. Video Game Programming 8154 (4+2=6)*	*Business Management 8311 (26)*
**2:26 - 3:20*	*6th* ***44+31=75***		*Aerospace Engineering PLTW 9423 (7)*	*Internetworking II 9017 (6+3=9)*		*Food Science 8815 (4+7=11)*	*Video Game Design 8152 (11+14=25)*	*MHS*
3:20 - 4:15	*7th*	*Conference*	*Conference*	*Conference*	*Conference*	*Conference*	*Conference*	*Conference*

CTE Enrollment	*Total Students*	*Percentage*
Campus	*413*	*100%*
9th Grade	*1*	*<1%*
10th Grade	*98*	*24%*
11th Grade	*160*	*39%*
12th Grade	*154*	*37%*

LEAP (Current as of 9/17)	*MHS Enrollment*	*MHHS Enrollment*	*Totals*
Enrollment	*24*	*19*	*43*
Pending Review / Orientation	*2*	*0*	*2*
Graduates	*1*		*1*

LEAP Demographics	*Total Students*	*Percentage*
Campus	*43*	*100%*
African American	*8*	*18.6%*
Hispanic	*11*	*25.6%*
White	*23*	*53.5%*
American Indian	*0*	
Asian	*0*	
Pacific Islander	*0*	
Two or More Races	*1*	*<1%*
Special Education (Current)	*7*	*16.2%%*
Dyslexia	*4*	*9.3%*
Section 504	*10*	*23.3%*

Economically Disadvantaged	*22*	*51.2%%*
EB / EL (Current & Monitored)	*2*	*4.7%*
9th Grade	*2*	*4.7%*
10th Grade	*4*	*9.3%*
11th Grade	*22*	*51.2%*
12th Grade	*15*	*34.9%*

DAEP 2022 - 2023, 152 Students

DAEP	*MHS*	*MHHS*	*DMS*	*FSMS*	*WGMS*	*Totals*
Enrollment (22-23)	*57*	*31*	*21*	*17*	*7*	*133*
Enrollment (Current 9/17/23)	*14*	*3*	*1*	*3*	*0*	*21*
Return to Campus	*1*	*3*	*2 (to MHS)*	*2*	*0*	*7*
TOTALS	*15*	*5*	*3*	*5*	*0*	*28*

DAEP Demographics	***Total Students 22-23***	***Percentage 22-23***	***Total Students 23-24***	***Percentage 23-24***
Campus	*152*	*100%*	*28*	*100%*
Male		*70%*		
Female		*30%*		
African American	*23*	*15%*	*7*	*25%*
Hispanic	*46*	*30%*	*7*	*25%*
White	*71*	*47%*	*12*	*42%*
American Indian			*0*	

Asian			*0*	
Pacific Islander			*0*	
Two or More Races	*12*	*8%*	*2*	*7%*
Dyslexia			*3*	*10.7%*
Section 504		*18%*	*1*	*3.6%*
Special Education (Current)		*23.3%*	*14*	*50%*
Economically Disadvantaged			*13*	*46.4%*
EB / EL (Current & Monitored)			*4*	*14.3%*
6th Grade			*0*	
7th Grade			*4*	*14%*
8th Grade			*3*	*11%*
9th Grade			*4*	*14%*
10th Grade			*8*	*29%*
11th Grade			*4*	*14%*
12th Grade			*5*	*18%*

Teacher Demographics:

Teacher Ethnicity: (percents and number of teachers)

- *White: 10 - 81.8%*

- *Hispanic: 1 - 10%*
- *Black or African American: 1 - 11.1%*

Teacher by Gender: (percents and number of teachers)

- *Female: 5 - 45%*
- *Male: 6 - 55%*

Teachers by Years of Experience: (percents and number of teachers)

- *Beginning Teachers:*
- *1-5 Years: 2 - 18.%*
- *6-10 Years: 3 - 27%*
- *11-20 Years: 4 - 36%*
- *21-30 Years: 2 - 18%*
- *Over 30 Years:*

Demographics Strength

We are currently serving approximately 19% of the juniors and seniors at Midlothian and Heritage High Schools in the 5 CTE pathways offered at the MILE.
We have 43 LEAP students who are on an alternate pathway to graduation.

Student Achievement

2022-2023 Data

IBCs

ESB Entrepreneurship and Small Business - 27
Food Protection Manager Certification - 3

LEAP

81 Students
45 Graduates, 56%

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Perceptions

Mission: Through innovative learning experiences, students are empowered with knowledge and skills fostering adaptability and innovation for the careers of the future.

Vision: Shaping leaders today for tomorrow's opportunities.

We love well. We serve well. We teach the TEKS.

- We treat children fairly.
- We are present and positive.
- We are prepared to deliver quality instruction each day, to support student academic development, and prepare them well.

Staff Retention, 50%

Staff List	*22-23*	*23-24*	
Principal	*Kris Vernon*	*Shannon Blake*	
Secretary	*Dee Dee Guest*		**EOY hire*
LVN / Attendance	*Karlee Ramsey*		**mid-year hire*
Entrepreneurship	*Demi Pratt*		
Culinary Arts	*Wendy Shepard*		
Culinary Arts / Food Science	*Hannah Morin*		
Cybersecurity	*Nathan Pettijohn*		
Video Game Design	*Patrick Hall*		
Engineering	*Marcus Huff*	*James Herrod*	*Resigned EOY 22-23*
Business Management		*Ryan Rodgers*	
DAEP / LEAP	*Carvin Thompson*		

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DAEP / LEAP	*Darren Vercruysse*		
DAEP / LEAP	*Emilie Brockles*		**mid-year hire*
DAEP / LEAP	*Jennifer Watson*	*Kristen Shelton - Alt Ed Admin, Teacher, Special Programs*	*Resigned EOY 22-23*
Assistant Principal	*Kristen Shelton*		**mid-year hire (sub)*
DAEP / LEAP Para	*Wendy Mendietta*		**mid-year transfer from JAV*
Safety Officer	*Chuckie Officer*		

Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Culinary Arts, Entrepreneurship, Aerospace and Civil Engineering, Cybersecurity, Video Game Design, Business Management (MHS) Edgenuity
Tests:	**Industry-Based Certifications (IBCs)** 40 Aerospace Manufacturing Certification - National Science Foundation's Center for Aerospace Technical Education (1020) 512 Entrepreneurship and Small Business - Certiport (250) 993 Food Protection Manager Certification - American National Standards Institute (700) 490 CompTIA Network+ CompTIA (790) 500 CompTIA Security+ CompTIA (790) 481 CompTIA IT Fundamentals+ CompTIA (790) 996 Google IT Support Professional Certificate Google (860) 1028 Pre-Engineering/Engineering Technology - Job Ready NOCTI (440) 816 Certified Professional Programmer Unity (1210)
Program Support Services (Extracurricular Activities, After School programs etc.)	eSports, CyberPatriot Camp, DECA
School Processes & Programs Strengths	
Our students have various opportunities to explore their interests and take industry-based certifications to prepare them to be job-ready. Edgenuity allows students to accelerate their progress towards a highschool diploma.	

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Priority 1: Student Success

District Performance Objective 1.1	Multiple Pathways for All Students to Belong
Key Strategic Action(s)	*1.1a - Career & Technical Education - Increase the number of students who demonstrate workforce readiness.*

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Each pathway will be expected to offer an IBC to their students. Complete tutoring modules, as available, for the IBCs.	Teachers / Admin	Increase our Industry-Based Certifications from 30 to at least 200.				
Culinary Arts is exploring the possibility of joining Skills USA this year, so their students can compete with other culinary students. Build awareness of DECA by adding flyers to high school newsletters and hanging flyers on campuses. Post to FB and attach to the MILE Website.	Shepard / Morin Pratt	1st Annual participation in Skills USA - Create Baseline of participants and accolades. Maintain a DECA enrollment of approximately 40 students. At least 10 students will participate in DECA competitions.				
Implement Capturing Kids' Hearts principles into our daily routines (good things, launches).	Staff	Establish baseline on student Capturing Kids' Hearts survey - Overall Score Expected 4.0 Expected scores at or above Capturing Kids' Hearts baseline. - I have one or more teachers who know more about me than my grades. (4) - My teachers ask me questions about things I like (family, friends,				

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		activities, sports). (3.7) - My teachers celebrate when students do something good. (3.6) - I like going to school most days. - I like my teachers. (3.8) - I have a good relationship with my teachers. (3.8)				
District Performance Objective 1.1		**Multiple Pathways for All Students to Belong**				
Key Strategic Action(s)		*1.1c - Scholastic Experiences - Provide opportunities for all students to maximize their potential through rigorous learning and challenging experiences*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Assign all 26 credit LEAP students College Bridge Math / English. Encourage participation / enrollment in practicum / capstone courses	Rigsby Vercruysse CTE Teachers	Establish a base-line measure for College, Career, and Military Ready (CCMR) At least 50% of students will complete College Bridge Completion (Business English & LEAP Students) 44 students will complete a CTE Pathway at the MILE (100%) Students will continue their pathways from the 23-24 school year to the 24-25 school year. Entrepreneurship 1 to 2 - 65 to 12 - 18% Culinary Arts to Practicum - 42 to 21 - 50% IT 1 to IT 2 - 20 to 17 - 85% Engineering to STEM - 45 to 22 - 49% VGD to Programming - 44 to 18 - 41%				

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Sponsor eSports Club Sponsor CyberPatriot Club Start Culinary Competition - SkillsUSA Sponsor DECA Club	Hall Pettijohn Shepard / Morin	eSports - 6 (22-23), 15 (23-24) CyberPatriot - 8 (22-23), 15 (23-24) Skills USA DECA Establish baseline for participation in extracurricular scholastic events				

District Performance Objective 1.3	**Multiple Pathways for All Students to Belong**
Key Strategic Action(s)	*1.3a - Provide high-quality professional development aligned to student / teacher needs.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1** **#2** **#3**			**Supported by State or Federal Funds**
- T-TESS Walk-Throughs / Observations - Participation in Relevant Professional Learning - Lesson Plan Design - Specific feedback for improvement	Blake Vernon	60% of teachers will earn an accomplished rating in at least two Domain 4 dimensions in the T-TESS evaluation system. 2022-2023 Data indicates 50% of the teachers earned a rating of accomplished in at least 2 Domain 4 dimensions last year.				

District Performance Objective 1.3	**Multiple Pathways for All Students to Belong**
Key Strategic Action(s)	*1.3b - Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught, and assessed) in all courses.*

611 **Strategies and Action Steps**	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)*	**Supported by State or Federal Funds**

			Review 3 - DEIC (May-June) **#1**	**#2**	**#3**	
- T-TESS Walk-Throughs / Observations - Learning Walks	Blake	50% of teachers will earn an accomplished level or higher for at least 2 Dimensions in Domain 1 in the T-TESS evaluation system. 37.5% of teachers met this goal last year.				

District Performance Objective 1.3	**Multiple Pathways for All Students to Belong**
Key Strategic Action(s)	*1.3c - Enhance student learning through innovative instructional practices and tools*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
- TTESS Walk-Throughs / Observations - Lesson Plan Design	Blake	75% of teachers will earn at least 30 points in Domains 2 and 3 on their EOY summatives. For the 22-23 school year, the average teacher score for Domains 2 and 3 was a 28. The range was 26 - 32.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

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Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1 & 2.2	***Recruit and Retain High-Potential Talent***
Key Strategic Action(s)	*2.1 a Develop and deliver competitive benefit programs that attract and retain high-quality talent and enhance overall employee well-being* *2.2b Develop and implement a talent pipeline that retains and incentivizes the highest quality staff to ensure student success.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Model Capturing Kids' Hearts Strategies in Staff Meetings and through Communication Give affirmations at least once a 6 weeks. Establish a system for peer affirmations and celebrations. Bus Buddies	Blake Thompson Pratt Rodgers Staff	Increase staff retention (from 50% to 75%) Establish base-line data for staff satisfaction based on the EOY District Survey. Establish a base-line for staff satisfaction on the Capturing Kids' Hearts Staff Survey. We expect to be rated at or above the Capturing Kids' Hearts baseline.				

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District Performance Objective 2.2		***Recruit and Retain High-Potential Talent***				
Key Strategic Action(s)		*2.2c Establish systems of support and development opportunities for all staff aligned to their estimated potential*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Identify needs of teachers through walk-throughs and evaluations and match professional learning to their needs.	Blake Vernon	Establish a baseline for staff satisfaction with professional development being aligned to their own perceived needs.				

√ =Accomplished **C =Considerable** **S =Some Progress** **N =No Progress** **X =Discontinue**

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1	*Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being*
Key Strategic Action(s)	*3.1a Establish and evaluate systems of support to ensure school safety*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Check the state-mandated drills list each month and put the date on the calendar. Record compliance in Raptor.	Blake	Maintain 100% compliance with completion of state-mandated emergency drills including safety procedure training forms.				

District Performance Objective 3.1	*Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being*
Key Strategic Action(s)	*3.1b Provide resources and services to support student and staff mental health.*

Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide students and their families information about REACH council upon LEAP orientation.	Blake Rigsby Peach Houchin	Increase the number of REACH participation for LEAP students (currently 0)				

Provide students and their families with Mentors Care information upon LEAP Orientation. Monitor the number of students receiving weekend food bags - Food for Kids - First Methodist Church Midlothian	Shelby	Increase the number of Mentors Care participation for LEAP students (BOY 23-24, 11 Total) We currently have 7 students receiving weekend food bags.				
District Performance Objective 3.1		*Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being*				
Key Strategic Action(s)		*3.1c Foster a culture of belonging among students and staff*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Partner with the CTE board to express needs for mentors	CTE Staff	Increase the number of CTE mentors (22-23, ~15)				
Monitor progress weekly. Host Parent / Student / Teacher Meetings. Weekly Student Check-Ins Celebrations Visual Display of Progress	Rigsby LEAP Staff Blake	Increase graduation rates for LEAP students (from 56% to 75%)				
Implement Capturing Kids' Hearts principles into our daily routines (good things, launches).	Staff	Establish baseline on student Capturing Kids' Hearts survey - Overall Score Expected 4.0 Expected scores at or above Capturing Kids' Hearts baseline. - I have one or more teachers who				

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		know more about me than my grades. (4) - My teachers ask me questions about things I like (family, friends, activities, sports). (3.7) - My teachers celebrate when students do something good. (3.6) - I like going to school most days. - I like my teachers. (3.8) - I have a good relationship with my teachers. (3.8)				
District Performance Objective 3.2		*Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being*				
Key Strategic Action(s)		*3.2b Provide opportunities for staff engagement*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide staff opportunities to participate in campus-level decisions. Provide opportunities for staff to give feedback.	Blake	Establish a baseline of staff satisfaction based on the district EOY survey. Staff Capturing Kids' Hearts Survey - Expect to be at Baseline (4.3) - Our principal provides opportunities for campus staff to give input about campus decisions.				
District Performance Objective 3.2		*Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being*				
Key Strategic Action(s)		*3.2c - Provide opportunities for parent and community engagement*				

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* #1	#2	#3	Supported by State or Federal Funds
Participate in community events such as Heritage Days Maintain a partnership with the CTE board. Send MILE / LEAP / DAEP Survey.	CTE Staff Blake	Establish a baseline for community, business, industry, and higher ed partnerships Establish a baseline for parent satisfaction of the MILE / LEAP / DAEP through Capturing Kids' Hearts and District EOY survey.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		***Systematic Long-range Facility Management***				
Key Strategic Action(s) 4.1.a		***Establish a maintenance cycle for the current facilities***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).				
Performance Objective 4.2		***Effective and Efficient Cross Departmental Work Processes***				
Key Strategic Action(s) 4.2.a		***Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) **4.2.b**		***Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				

Key Strategic Action(s) **4.2.c**		***Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		***Commitment to Financial Stewardship***				
Key Strategic Action(s) 4.3a		***Transparency of financial processes and decisions***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		***Demonstrate financial stewardship to community***				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

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Key Strategic Action(s) 4.3c		*Build system capacity to ensure intentional financial solvency for maximization of district resources*				
Strategies and Action Steps	**Person(s) Responsible**	**Campus Performance Objective**	**Formative Reviews** *Review 1 -DEIC (Nov)* *Review 2 - DEIC (March)* *Review 3 - DEIC (May-June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Consider Budget Amendments	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** To amend the annual budget to allow expenditures to be spent from the correct function according to TEA guidelines. **WHAT:** **General Fund:** Transfer $3,374 from Instruction to Extra/Co-Curricular for repairs to the band trailer for MHS Band. Transfer $5,000 from Instructional Administration to Staff Development for contracted services for additional training for Special Ed teachers for Specialized Learning. Revise budget for changes in tax rate and state funding after Summer Special Session of Legislature and increase in property insurance over budget. **Debt Service:** Revise budget $90,035 for 2017 B arbitrage payments due to the Internal Revenue Service.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	CE-ANNUAL OPERATING BUDGET	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the budget amendment to the 2023-2024 budget as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

Adopted/Amended Budgets for Funds 170, 180, and 199 (Library, Athletics, General Fund)

Adopted/Amended Budgets for Funds 170, 180, and 199 (Library, Athletics, & General Fund)

	% OF BUDGET	ORIGINAL BUDGET TOTALS	PREVIOUS AMENDMENTS	THIS AMENDMENT	AMENDED BUDGET TOTALS	% OF BUDGET
Revenues						
57 Local	67.60%	$85,851,489	$0	($16,318,388)	$69,533,101	55.00%
58 State	30.72%	$39,023,117	$0	$15,734,703	$54,757,820	43.31%
59 Federal	1.68%	$2,140,000	$0	$0	$2,140,000	1.69%
79 Other Resources	0.00%	$0	$0	$0	$0	0.00%
Total Revs FY23-24	100.00%	$127,014,606	$0	($583,685)	$126,430,921	100.00%
Expenditures FUNCTION						
11 Instruction	47.41%	$60,204,123	$58,169	($3,374) [1]	$60,258,918	47.65%
12 Media Services	0.92%	$1,169,849	$0	$0	$1,169,849	0.93%
13 Staff Development	1.38%	$1,755,882	($68,059)	$5,000 [2]	$1,692,823	1.34%
21 Instructional Administration	0.98%	$1,247,869	($556)	($5,000) [2]	$1,242,313	0.98%
23 School Leadership	4.57%	$5,806,070	$0	$0	$5,806,070	4.59%
31 Counseling Services	3.42%	$4,349,307	$9,846	$0	$4,359,153	3.45%
32 Social Work Services	0.00%	$0	$0	$0	$0	0.00%
33 Health Services	0.94%	$1,193,997	$600	$0	$1,194,597	0.94%
34 Transportation	3.02%	$3,841,877	$0	$0	$3,841,877	3.04%
36 Extra/Co-Curricular Activities	3.81%	$4,834,656	$0	$3,374 [1]	$4,838,030	3.83%
41 Central Administration	3.20%	$4,058,271	$0	$0	$4,058,271	3.21%
51 Maintenance	10.23%	$12,991,533	$0	$264,815 [3]	$13,256,348	10.49%
52 Security	1.69%	$2,144,100	$0	$0	$2,144,100	1.70%
53 Data Processing	1.50%	$1,908,220	$0	$0	$1,908,220	1.51%
61 Community Services	0.00%	$0	$0	$0	$0	0.00%
71 Debt Service	0.00%	$0	$0	$0	$0	0.00%
81 Facilities	0.00%	$0	$0	$0	$0	0.00%
95 JJAEP	0.03%	$40,000	$0	$0	$40,000	0.03%
97 Payments to Tax Increment Fund	16.14%	$20,499,852	$0	($848,500) [3]	$19,651,352	15.54%
99 Tax Costs	0.76%	$969,000	$0	$0	$969,000	0.77%
Total Exps FY23-24	100.00%	$127,014,606	$0	($583,685)	$126,430,921	100.00%
Budgeted Increase / (Decrease) to Fund Balance		$0	$0	$0	$0	

[1] Transfer $3,374 from Instruction to Extra/Co-Curricular for repairs to the band trailer for MHS band.
[2] Transfer $5,000 from Instructional Administration to Staff Development for contracted services for additional
[3] Revise budget for changes in tax rate and state funding after Summer Special Session of Legislature and increase in property insurance over budget.

Fund 599 Debt Service

	ORIGINAL BUDGET TOTALS	PREVIOUS AMENDMENTS	THIS AMENDMENT	AMENDED BUDGET TOTALS	% OF BUDGET
Revenues					
57 Local	$46,312,741	$0	$0	$46,312,741	98.09%
58 State	$900,836	$0	$0	$900,836	1.91%
59 Federal	$0	$0	$0	$0	0.00%
79 Other Sources	$0	$0	$0	$0	0.00%
Total Revs FY23-24	$47,213,577	$0	$0	$47,213,577	100.00%
Expenditures					
FUNCTION					
71 Debt Service	$47,213,577	$0	$90,035 [1]	$47,303,612	100.00%
89 Other Uses	$0	$0	$0	$0	0.00%
Total Exps FY23-24	$47,213,577	$0	$90,035	$47,303,612	100.00%
Transfers In	$0	$0	$0	$0	0.00%
	$0	$0	$0	$0	
Budgeted Increase / (Decrease) to Fund Balance	$0	$0	($90,035)	($90,035)	

[1] Revise budget $90,035 for 2017 B arbitrage payments due to the Internal Revenue Service.

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Consider Appointing the MISD Representative to the Tax Reinvestment Zone (MDA) Board of Directors	
Requires Board Action:	YES	
Agenda Location:	CONSENT	
Template Attachments:	Yes	
If yes, then select what applies:	PDF	
Link to the presentation:		
Background Information	**WHY:** With the many intricate parts of working with the various entities in Midlothian, it is important that MISD have a representative on the TIRZ Board of Directors. This board is also known as the Midlothian Development Authority. **WHAT:** The administration recommends the Superintendent to serve as the representative from MISD on the TIRZ (MDA) Board of Directors. In the last recommendation, the Superintendent was named by person not title. Administration recommends the title being named as the voting delegate to avoid future issues. Note: The meeting schedule is the second Monday of every month at 5:30 p.m. Meetings are held at the City Council Meeting room at City Hall.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.1 Systematic Long-range Facility Management	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)	Texas Education Code	
Policy Reference: (1) / (2)	CCA-LOCAL REVENUE SOURCES - BOND ISSUES	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	If pulled from the consent agenda, a motion might be: "I make a motion that the person holding the title of Superintendent be appointed the Midlothian ISD's TIRZ representative."	
Presenter:	Sandy Bundrick	
	District Leadership	

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Lonestar Investment Pool Resolution	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** To update the District's Authorized Signers on the Lonestar Investment Pool accounts. **WHAT:** Approval of this resolution adds Dr. David Belding as an authorized signed to the District's Lonestar Investment Pool accounts.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	CDA-OTHER REVENUES - INVESTMENTS	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I move to approve the Lonestar Investment Pool resolution as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

Authorized Representative Add Form

Name of Participant Midlothian ISD *Participant Number* _____

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	David Belding	Sandy Bundrick	Marie Andrle
Title	Superintendent	Chief Financial Officer	Accounting Coordinator
E-mail address	david.belding@midlothianisd.org	sandy.bundrick@midlothianisd.org	marie.andrle@midlothianisd.org
Signature			

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this_____day of_____, 20____.

By: _____ By: _____

Tami Tobey — *Printed Name, Board President*

Eduardo Gonzalez — *Printed Name, Board Secretary*

State of Texas, County of _____.

Before me,_____, on this day personally appeared_____, and _____
(name of notary) *(name of President)* *(name of Clerk/Secretary)*

known to me (or proved to me on the oath of_____) or through_____to be the person(s)
(person providing oath) *(identification item)*

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this_____day of_____, 20____.

(Personalized Seal) _____
Notary Public's Signature

If you have any questions, call the Lone Star Investment Pool at 800-758-3927 for assistance.
Please return the completed form to **customer.service@lonestarinvestmentpool.com** or fax **512-452-7842.**
Keep the original for your files.

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Texpool Investment Resolution	
Agenda Location:	CONSENT	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** To update the District's Authorized Signers on the Texpool Investment Pool accounts. **WHAT:** Approval of this resolution adds Dr. David Belding as an authorized signer to the District's Texpool Investment Pool accounts.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	CDA-OTHER REVENUES - INVESTMENTS	
Fiscal Impact/Budget Function Code:	None	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I move to approve the Texpool Investment Pool resolution as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

*** Required Fields**

1. Resolution

WHEREAS,

Midlothian ISD — Participant Name*

7 7 4 1 0 — Location Number*

("**Participant**") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("**TexPool / Texpool Prime**"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.

B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and

C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1. David Belding — Name; Superintendent — Title
   4 6 9 8 5 6 5 0 0 0 — Phone; Fax; david.belding@midlothianisd.org — Email
   D Belding — Signature
2. Sandy Bundrick — Name; Chief Financial Officer — Title
   4 6 9 8 5 6 5 0 3 4 — Phone; 8 5 5 9 3 0 4 8 6 4 — Fax; sandy.bundrick@midlothianisd.org — Email
   Sandy Bundrick — Signature
3. Marie Andrle — Name; Accounting Coordinator — Title
   4 6 9 8 5 6 5 0 3 7 — Phone; 8 5 5 9 3 0 4 8 6 4 — Fax; marie.andrle@midlothianisd.org — Email
   Marie Andrle — Signature

1. Resolution (continued)

4. Name | Title

Phone | Fax | Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

Sandy Bundrick

Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

Name | Title

Phone | Fax | Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the ___ day of _____, 20__.

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

Name of Participant*

SIGNED

Signature*

Tami Tobey

Printed Name*

Board of Trustees, President

Title*

ATTEST

Signature*

Eduardo Gonzalez

Printed Name*

Board of Trustees, Secretary

Title*

2. Delivery Instructions

Please return this document to **TexPool Participant Services:**

Email: texpool@dstsystems.com

Fax: 866-839-3291

1-866-TEXPOOL (839-7665) • TexPool.com
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G45540-17 (3/22)

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Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Designate Votes to Be Cast and Consider Approval of Resolution of Votes Cast to Elect Directors for the Ellis Appraisal District for 24/25	
Agenda Location:	ACTION	
Template Attachments:	Yes	
If yes, then select what applies:	PDF	
	Every two years Ellis County taxing entities nominate candidates for the Board of Directors of the Ellis County Appraisal District. This five-member board serves two-year terms and is charged primarily with hiring a chief appraiser, adopting the ECAD budget, and making general policies for the ECAD's operations. Midlothian ISD has a total of 1,019 votes to cast. Midlothian ISD may cast all votes for one candidate or distribute the votes as the governing body chooses. It takes 834 votes to secure a position on the board. The chief appraiser will count the votes, declare the five candidates who received the largest cumulative vote totals elected, and submit the results before December 31st to each governing body. At the October 9th Special Board Meeting, the MISD Board submitted the following names to be included on the ballot as candidates: David Hurst, George Ricks, and Jan Davis; however, Jan Davis withdrew her name as she currently serves as president on the 4B Board. Candidates listed on the ballot for consideration are: Rusty Ballard Cornel Bendord II Travis Bruton Walter Erwin David Hurst Rick Keeler Sherron Mosley Dani Muckleroy Machanta Newson George Ricks	

Background Information	The governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the chief appraiser delivers the ballot (10/24/2023) to the presiding officer of the governing body. The governing body must submit its vote to the chief appraiser not later than the third day following the date the resolution is adopted. Candidates elected to this board will serve a term from January 1, 2024- December 31, 2024. ***This election is for 2024 as SB2 becomes effective 7/1/2024 and Section 6.0301 requires another election to take place prior to December 31, 2024 to appoint five directors who will begin serving January 1, 2025. In that election, two of these appointed directors will serve a term of one year and three will serve a term of three years. More specific information to follow next year.	
Strategic Priority: *(Primary)*	Priority 3: Culture, Cimate and Safety	
Performance Objective: *(Primary)*	3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement	
Strategic Priority: *(Secondary - if needed)*		
Performance Objective: *(Secondary - if needed)*		
Legal Reference: (1) / (2)	Tax Code	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	This is a Board decision.	
Motion:	A motion might be, "I make a motion to approve the resolution giving (# of votes) to (insert name or names) for Ellis Country Appraisal District Board."	
Presenter:	David Belding	
	Superintendent	

2024 Ellis Appraisal District Board of Directors' Candidate Information

Please find information for the nominated candidates:

Rusty Ballard
Cornel Benford II
Travis Bruton
Walter Erwin
David Hurst
Rick Keeler
Sherron Mosley
Dani Muckleroy
Machanta Newson
George Ricks

Rusty Ballard – Mr. Ballard was nominated by Ellis County. Mr. Ballard is a longtime resident of Ellis County and has lived primarily in the Forreston area for the past 40 years. Over the years Mr. Ballard has served the community in public office and city commissions for Ellis County and the City of Waxahachie. He received his Bachelor of Science degree in Criminal Justice from the University of Texas at Arlington and his Master of Science degree in Forensic Studies from Stevenson University. Mr. Ballard works as a claims investigator for CoventBridge Group LLC focusing on the insurance industry.

Cornel Benford II - Mr. Benford was nominated by the City of Glenn Heights. Mr. Benford earned his Bachelor of Science in Information Systems from DePaul University in Chicago. His career started in 2012 in California working for 3M. Since 2015 Mr. Benford began in the Pharmaceuticals Industry as a Primary Healthcare Representative I. Mr. Benford moved to Texas in 2017 and continued in the Healthcare arena as a Sales Representative at Pfizer, an Oncology Sales Representative for Ferring Pharmaceuticals, a Sales Representative at Romark Pharmaceuticals, and an ADHD Account Manager at Ironshore Pharmaceuticals. In 2022 Mr. Benford became a Solution Architect at Leica Biosystems.

Travis Bruton - Mr. Bruton was nominated by the City of Glenn Heights. Mr. Bruton earned his Bachelor of Business Administration in Finance at the University of Memphis and his Master of Business Administration at American Intercontinental University in Florida. His career started as an Accountant working with The ADT Corporation in Security Services in Florida. In 2013 Mr. Bruton moved to Texas to work with the Westwood Holding Group, followed by McKesson and Trinity Industries, Inc. as a Senior Accountant. In 2020, Mr. Bruton become the Principal Owner of Total Mortgage and Lending Solutions. He has served the City of Glenn Heights creating the first Youth Advisory Council and was elected in 2017 and 2021 as a City Councilman. He also served as the Vice Chair of the Small Cities Council with the National League of Cities.

Walter Erwin - Mr. Erwin was nominated by the City of Midlothian. Mr. Erwin has served on the Ellis Appraisal District Board of Directors as the Chairman of the Board of Directors in 2022 and 2023 and as a Member for a part of 2021. He was in the US Army Reserve from 1964-1971 while simultaneously earning his BBA from the University of Texas. From 1973-2018, he was the President and CEO of Erwin Distributing Co, Inc. DBA Wally's Party Factory while also founding Party Club of America and was co-owner/founder of Halloween and Party Expo, selling these businesses by 2018. Mr. Erwin remains the Managing Member of Erwin Properties, LP (I & II) and remains on the Ennis State Bank Board of Directors since 1985. He volunteered as the Vice-President of the Ennis Industrial Foundation in the 1970-80's and the Trinity River Authority of Texas from 1982-1993, serving as the President of their Board of Directors from 1991-1993.

David Hurst - Mr. Hurst was nominated by the City of Midlothian and Midlothian ISD. Mr. Hurst has served on the Ellis Appraisal District Board of Directors as a Member for a portion of 2023. He has been a resident of Ellis County since 1994. Mr. Hurst has been a licensed Texas Architect since September 1988 after graduating from the School of Architecture at the University of Texas. Professionally he has served as CEO for Integrated Builders from 2000-2008, Vice President of Southern Cross from 2009-2011 and is currently President of Falcon Construction Advisors. Mr. Hurst is the Former President and Chairman of the Board for Midlothian Economic Development Corporation.

2024 Ellis Appraisal District Board of Directors' Candidate Information

Please find information for the nominated candidates:

Rusty Ballard
Cornel Benford II
Travis Bruton
Walter Erwin
David Hurst
Rick Keeler
Sherron Mosley
Dani Muckleroy
Machanta Newson
George Ricks

Richard (Rick) Keeler - Mr. Keeler was nominated by the City of Midlothian. Mr. Keeler has served on the Ellis Appraisal District Board of Directors as a Member for 2022-2023. He has been a resident of Waxahachie since 1985, serving on the Waxahachie Planning and Zoning Commission as Chairman, on the City of Waxahachie Economic Development Commission and on the Steering Committee for the Waxahachie Economic Development Plan. He attended De Soto High School, received a BBA in Finance from Sam Houston State University and attended the School of Banking of the South at Louisiana State University. Professionally, Mr. Keeler has been with Options Real Estate Investments, Inc. since 1996, from 1981-1996 worked with Community and Commercial Banking and is a member of the Congress for the New Urbanism. He volunteers with Waxahachie Youth Baseball and the Waxahachie YMCA.

Sherron Mosley – Mr. Mosley was nominated by the City of Glenn Heights. He is a Real Estate Agent at JPAR-Arlington Real Estate and served as a Safety Officer at The Potter's House from 2017-2021. Mr. Mosley is a City Councilmember for the City of Glenn Heights.

Dani Muckleroy - Ms. Muckleroy was nominated by the City of Midlothian. Ms. Muckleroy has served on the Ellis Appraisal District Board of Directors as the Secretary for 2022-2023 and as a Member for a part of 2021. Ms. Muckleroy has been a resident of Ovilla for 28 years. She owned a retail gift shop in Duncanville for 14 years. She is a volunteer and supporter of several non-profit groups that meet the needs of marginal families with an emphasis on children. She has served on the Advisory Council of the Ellis County Salvation Army for 13 years and on the Board at Daniel's Den for one term. She presently serves, using her many years in accounting, on the Finance Committee of First United Methodist Church of Red Oak, understanding budgets and the reason for them. Ms. Muckleroy is a CASA volunteer and a mentor at Red Oak High School.

Manchanta Newson - Ms. Newson was nominated by the City of Glenn Heights. Ms. Newson earned her Bachelor of Social Work at Mississippi State University in 2003 and her Master of Science in Social Work in 2006 from the University of Tennessee. She started her career in 2006 as a Clinical Therapist and in 2007 moved into working in many different roles with the Department of Veterans Affairs, continuing currently as a Medical Foster Home Coordinator/Social Work Supervisor with the VA. Ms. Newson also is the Executive Director of Kennedi Kares in Glenn Heights and a Psychotherapist/Owner of Village Counseling & Consulting PLLC in Ovilla. She is a Licensed Clinical Social Worker in Texas and Tennessee and a Texas Board Approved Clinical Supervisor. Ms. Newson is a member of the Academy of Clinical Social Workers and an Active Member of the National Association of Social Workers. Ms. Newson has served as a City Councilmember for the City of Glenn Heights since 2017.

George Ricks - Mr. Ricks was nominated by the Midlothian ISD. Mr. Ricks graduated in 1977 with a Bachelor of Science in Chemical Engineering from the University of Oklahoma and in 1990 earned his Master of Business Administration from the University of Texas at Dallas. From 1977-2006 in Texas, he held positions including Petroleum Engineer, Sr. Drilling Engineer, Production Engineer, Contract Engineer, Sr. Engineering Specialist for companies such as Hunt Energy, Sunmark Exploration, May Petroleum, American Oil Partners, and Anadarko Petroleum Corporation. From 2007 to 2013, he was a Sr. Production Engineer for Reef Exploration, LP, and a Sr. Staff Operations Engineer for Pioneer Natural Resources from 2013-2019. Mr. Ricks retired in May of 2019.

O F F I C I A L B A L L O T
TO
ELECT THE 2024 BOARD OF DIRECTORS
FOR THE ELLIS APPRAISAL DISTRICT

Issued to: MIDLOTHIAN ISD

Number of Votes: **1,019**

Directions: Please enter the number of votes cast on the blank space opposite the name of the candidate. You may cast all of your votes for one candidate or divide your votes among any number of the candidates.

CANDIDATES (listed alphabetically)

RUSTY BALLARD _____

CORNEL BENFORD II _____

TRAVIS BRUTON _____

WALTER ERWIN _____

DAVID HURST _____

RICK KEELER _____

SHERRON MOSLEY _____

DANI MUCKLEROY _____

MACHANTA NEWSON _____

GEORGE RICKS _____

Issued under my hand this 22nd day of October, 2023.

Kathy Rodrigue

Kathy A. Rodrigue, RPA
Chief Appraiser
Ellis Appraisal District

Texas Property Tax Code Sec. 6.03. Board of Directors.

(a) The appraisal district is governed by a board of directors. Five directors are appointed by the taxing units that participate in the district as provided by this section. If the county assessor-collector is not appointed to the board, the county assessor-collector serves as a nonvoting director.

TAXING UNIT: Midlothian ISD

Resolution No. 11-13-2023

RESOLUTION OF **VOTES CAST** TO ELECT DIRECTORS FOR THE ELLIS APPRAISAL DISTRICT FOR THE YEARS 2024-2025*

WHEREAS, Section 6.03 (k) of the Texas Property Tax Code, requires that each taxing unit entitled to vote cast their vote by Resolution and submit results of that vote to the Chief Appraiser of the Ellis Appraisal District before December 15, 2023.

THEREFORE, the Midlothian ISD submits the attached Official Ballot, as issued by the Chief Appraiser, stating the votes cast for candidates in the 2024-2025 Board of Directors' Election for the Ellis Appraisal District.

ACTION TAKEN this 13th day of November, 2023, in Regular/Open Session of the governing body of the above mentioned taxing unit; as authorized under Section 6.03 of the Texas Property Tax Code, for the purpose of casting votes to elect the Board of Directors of the Ellis Appraisal District.

_____
Presiding Officer

ATTEST:

_____

*This election is for 2024. SB2 becomes effective 7/1/2024 and Section 6.0301 requires another election to take place prior to December 31, 2024 to appoint five directors who will begin serving January 1, 2025.

In that election, two of these appointed directors will serve a term of one year and three will serve a term of three years. I am seeking counsel on how this will be determined, but do not have an answer yet. This is only to inform you, as I understand this new law, there will be another election in 2024.

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Consider Requested New Innovative Courses for 2023/24 and Innovative Course Renewals	
Requires Board Action:	YES	
Agenda Location:	DISCUSSION/ACTION: CURRICULUM AND INSTRUCTION	
Template Attachments:	Yes	
If yes, then select what applies:	Yes. See link in the box to the right.	Course Requests
Link to the presentation:	Yes. See link in the box to the right.	Presentation
Background Information	**WHY:** MISD Balanced Scorecard Priority 1: Student Success is rooted in providing all students opportunities to reach their greatest potential with course offerings that prepare them for the workforce and all academic challenges beyond high school. TEA has provided a list of approved innovative courses that can be used to meet state elective credit with local board approval. Administration is requesting action on this item to facilitate timely registration for secondary students in planning for the 2024-25 school year. **WHAT:** Attached are new innovative courses being requested for board approval from the *TEA List of Approved Innovative Courses*. New courses will be offered based on student interest, scheduling availability and available funding. The addition of these courses will allow the district to provide expanded academic opportunites for students in core and career and technical courses. Additionally, the district is requesting renewal of previously board-approved innovative courses found in the second document that have expired and are again eligible for renewal under TEA guidelines.	
Strategic Priority: *(Primary)*	Priority 1: Student Success	
Performance Objective: *(Primary)*	1.1 Multiple Pathways for All Students to Belong	
Strategic Priority: *(Secondary - if needed)*	Priority 1: Student Success	
Performance Objective: *(Secondary - if needed)*	1.2 All Students Exhibit Yearly Growth in Core Areas	
Legal Reference: (1) / (2)	Texas Administrative Code	

Policy Reference: (1) / (2)	EHBJ-SPECIAL PROGRAMS - INNOVATIVE AND MAGNET PROGRAMS	
Fiscal Impact/Budget Function Code:	Instructional materials, supplies and equipment will be funded through career and technical funds for courses that fall under this program. AP College Board course materials will be funded through state resource allotment or district local funds as appropriate.	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	"I move to approve the new state-approved innovative courses and previously approved state-adopted innovated courses as presented."	
Presenter:	Shelle Blaylock	Kris Vernon (D)
	District Leadership	Director of CTE

2024-25 New TEA Innovative Courses Requesting Approval

The following innovative courses are from the TEA List of Approved Innovative Courses. In order to offer courses from the state list, local school board approval is required for the timeframe that the course is state-approved. Upon expiration, the courses will be presented for renewal if there is a continued benefit to students.

Courses Requiring Approval

Other Elective

Course	PEIMS #	Credit	Curriculum Area	Last date of MISD approval	Grade Placement	Length of course	Description
Teams Sports Officiating	N1160012	1	Other Electives		9,10,11,12	YR	In Team Sport Officiating, students apply rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions.

CTE

Course	PEIMS #	Credit	Curriculum Area	Last date of MISD approval	Grade Placement	Length of course	Description
Esports	Pending TEA	1	Other Electives		10,11,12	YR	Introduction to Esports focuses on learning the Esports Foundations, the professional lifestyle of the players, how streaming works, and the current status of the industry. In this course, students will not only learn about the esports industry, they will also engage in the play experience and get a deeper insight into the esports ecosystem. In the course, students will play esports games as gamers but will also look at the experience as designers and critical thinkers.
Esports Management	Pending TEA	1	Other Electives		11, 12	YR	Esports Management will allow students to examine the components that go into managing a successful Esports business including talent development, operations, managing players, teams, events and competitions. Students will develop skills that focus on effective business practices, understanding different technology needs, managing talent, assessing new opportunities that may arise, and successful marketing techniques.

2024-25 TEA Innovative Courses Requested for Renewal

The following previously board-approved innovative courses have expired and are again eligible for renewal by school districts under TEA guidelines. The district is requesting to continue providing these course offering to enhance student learning opportunities.

Career & Technical Education

Course	PEIMS #	Credit	Curriculum Area	Last date of MISD approval	Grade Placement	Length of course	Description
Gateway to Technology: Automation and Robotics	N1303756	0.5	CTE		6-12	SM	PLTW students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Gateway is divided into ten independent units. School districts may teach any two units in any order for one-half credit. Students may repeat the course up to four times using different units for a total of two credits.
Gateway to Technology: Science of Technology	N1303756	0.5	CTE		6-12	SM	
Gateway to Technology: Magic of Electrons	N1303756	0.5	CTE		6-12	SM	

Innovative Course Offerings in MISD

2024-25 School Year

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

Consider Requested New Innovative Courses for 2024/25 and Innovative Course Renewals

Innovative courses allow districts to offer **state-approved innovative courses** to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum (Texas Administrative Code [TAC] Section 74.27).

With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for **state elective credit only**.

TEA Innovative Course Request for MISD Offering:

The following innovative course(s) are from the TEA List of Approved Innovative Courses. In order to offer courses from the state list, local school board approval is required for the timeframe that the course is state-approved. Upon expiration, the courses will be presented for renewal if there is a continued benefit to students.

Other Elective							
Course	**PEIMS #**	**Credit**	**Curriculum Area**	**Last date of MISD approval**	**Grade Placement**	**Length of course**	**Description**
Teams Sports Officiating	N1160012	1	Other Electives		9,10,11,12	YR	In Team Sport Officiating, students apply rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions.
CTE							
Course	**PEIMS #**	**Credit**	**Curriculum Area**	**Last date of MISD approval**	**Grade Placement**	**Length of course**	**Description**
Esports	Pending TEA	1	Other Electives		10,11,12	YR	Introduction to Esports focuses on learning the Esports Foundations, the professional lifestyle of the players, how streaming works, and the current status of the industry. In this course, students will not only learn about the esports industry, they will also engage in the play experience and get a deeper insight into the esports ecosystem. In the course, students will play esports games as gamers but will also look at the experience as designers and critical thinkers.
644 **Esports Management**	Pending TEA	1	Other Electives		11, 12	YR	Esports Management will allow students to examine the components that go into managing a successful Esports business including talent development, operations, managing players, teams, events and competitions. Students will develop skills that focus on effective business practices, understanding different technology needs, managing talent, assessing new opportunities that may arise, and successful marketing techniques.

Innovative Course Requests Eligible for Renewal:

The following previously board-approved innovative courses have expired and are again eligible for renewal by school districts under TEA guidelines. The district is requesting to continue providing these course offering to enhance student learning opportunities.

Course	PEIMS #	Credit	Curriculum Area	Last date of MISD approval	Grade Placement	Length of course	Description
Gateway to Technology: Automation and Robotics	N1303756	0.5	CTE		6-12	SM	PLTW students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Gateway is divided into ten independent units. School districts may teach any two units in any order for one-half credit. Students may repeat the course up to four times using different units for a total of two credits.
Gateway to Technology: Science ofTechnology	N1303756	0.5	CTE		6-12	SM	
Gateway to Technology: Magic of Electrons	N1303756	0.5	CTE		6-12	SM	

Next Steps:

Administration is requesting action on this item to facilitate timely registration for secondary students in planning for the 2024-25 school year.

Midlothian ISDBOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Consider Over $50,000 Requisitions	
Agenda Location:	DISCUSSION/ACTION: BUSINESS AND FINANCE	
Template Attachments:	Yes	PDF
If yes, then select what applies:	PDF	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**WHY:** The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However according to local policy CH, any single, unbudgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. **WHAT: The following attached 23-24 requisitions require Board approval:** --TK Elevator Corporation - modernization package specifically designed for the MISD Multi Purpose Stadium elevator- $275,478.77 - 2016 Bond Construction Funds Project savings --Studisteel - replacement of the home reserved stadium seats - $189,285.00 - 2016 Bond Construction Funds Project savings	
Strategic Priority: *(Primary)*	Priority 4: District Operations and financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A
Policy Reference: (1) / (2)	CH-PURCHASING AND ACQUISITION	
Fiscal Impact/Budget Function Code:	2016 Bond Construction Funds	
Administration Recommendation	Administration recommends the approval of the agenda item as presented.	
Motion:	A motion might be: "I move to approve the requisitions over $50,000 as presented."	
Presenter:	Sandy Bundrick	
	District Leadership	

REQ DATE
10/23/2023

REQUISITION NUMBER
0000122011

PRINTED 10/23/2023

VENDOR KEY : THYSSELE000
SHIP DATE : 10/23/2023
FISCAL YEAR : 2023-2024
ENTERED BY : VOLENSHA001
ORIGINAL REQ # : 0000122011

VENDOR:
TK ELEVATOR CORPORATION
PO BOX 3796
CAROL STREAM, IL 60132-3796

PHONE: (972) 785-0505

SHIP TO:
RANDALL HILL SUPPORT CENTER
315 EAST AVENUE E
MIDLOTHIAN, TX 76065

ATTN: Jose Martinez

Contract Nbr: Sourcewell Sourcewell Contract (formerly NJPA)

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		Sourcewell 080420-TKE exp 8/28/24 Modernization Package - Specifically engineered for our elevator system at MultiPurpose Stadium. Our modernization package is engineered specifically for your elevator system and will include the elevator mechanical and electrical components being replaced, refurbished or retained. Benefits of Modernization include: * Increased durability and reliability * Improved fire and life safety features * Decreased waiting times * Reduced energy consumption * Reduced operational cost * Reduced troubleshooting time		
1		Modernization Proposal	275478.77000	275,478.77
		ACCOUNT SUMMARY (FOR INTERNAL USE) **ACCOUNT NUMBER** — **ACCOUNT AMOUNT** 694 E 81 6639 48 851 0 99 000 — 275,478.77 **CommCode:** Operations/Facility Related Repair		
			PAGE TOTAL	275,478.77
			TOTAL	275,478.77

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

REQ DATE
10/23/2023

REQUISITION NUMBER
0000122012

PRINTED 10/23/2023

VENDOR KEY : STURDIST000
SHIP DATE : 10/23/2023
FISCAL YEAR : 2023-2024
ENTERED BY : VOLENSHA001
ORIGINAL REQ # : 0000122012

VENDOR:
STURDISTEEL
131 AVA DR
HEWITT, TX 76643

SHIP TO:
MISD MULTI-PURPOSE STADIUM
1800 S 14TH STREET
MIDLOTHIAN, TX 76065

ATTN: Jose Martinez/Todd York

Contract Nbr: Buyboard Buyboard Contract

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1		Reserved Stadium Seating - Replacement of Original Chairback seating at MISD Multipurpose Stadium 1025 Existing seats to be replaced - single Irwin standard plastic colors on seat, back and cupholder - Assembly hardware 1025 No 408 Stadium Chairback w/seat number plates 1025 No 45S Stadium Chair seat 950 Caddy IV rear mounted cupholder on centers 1025 Removal/Disposal/Installation of Stadium Chairback and seats, Installer to provide dumpster 950 Installation of cupholders 1 - Freight to Midlothian, TX Existing Stadium chair standchions to remain. Facility was visited in person by Sturdisteel representative. **ACCOUNT SUMMARY (FOR INTERNAL USE)** **ACCOUNT NUMBER** — **ACCOUNT AMOUNT** 694 E 81 6639 48 851 0 99 000 — 189,285.00 **CommCode:** Contracted Services	189285.00000	189,285.00
			PAGE TOTAL	189,285.00
			TOTAL	189,285.00

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Food Service Management Company (Aramark) Report	
Agenda Location:	INFORMATION	
Template Attachments:	No	PDF
If yes, then select what applies:	Presentation	PDF
Link to the presentation:	No presentation for this item.	
Background Information	**Why:** MISD has contracted with Aramark since 2004 to manage the Child Nutrition Program. Aramark staff will make a presentation to the MISD School Board highlighting their current program and services offered to the students and staff of MISD. **What:** The local Aramark administrative staff includes: Aaron Carroll - Director David Southall - Assistant Director Robert Boggs - Executive Chef Brian Achilles, North Texas District Manager for Aramark, will be presenting as well. In addition, there are 85 employees staffing the MISD kitchens. Ms. Carroll works very hard to maintain a full staff in all of the kitchens. In the fiscal year 22-23, 206,104 breakfasts were served and 745,546 lunches were served. MISD's free and reduced percentage has grown from 27.38% last year at this time to 30.97% currently.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and financial Stewardship	
Performance Objective: *(Primary)*	4.3 Commitment to Financial Stewardship	
Strategic Priority: *(Secondary - if needed)*	N/A	
Performance Objective: *(Secondary - if needed)*	N/A	
Legal Reference: (1) / (2)	Texas Education Agency	N/A

Policy Reference: (1) / (2)	CO-FOOD AND NUTRITION MANAGEMENT	
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	No motion - information only	
Presenter:	Sandy Bundrick	Brian Achilles/Aaron Carroll
	District Leadership	Aramark

Client Business Review

November 13, 2023

aramark
STUDENT
NUTRITION

State of Industry

SCHOOL NUTRITION ASSOCIATION

2023 School Nutrition Trends Report

The **top 3 challenges** for school meal programs are **increased costs**, **staff shortages**, and **menu item shortages**.

USDA United States Department of Agriculture

Food Price Outlook, 2023

In 2023, all **food prices** are predicted to **increase 6.0%**, with a prediction interval of 5.0% to 7.1%

FOOD MANAGEMENT

June 2023

School **meal participation drops** after districts **lose free meals for all**.

MIDLOTHIAN ISD:

Our team has grown by over 20 people this year alone.

We are working to anticipate menu item shortages to limit changes made to menus.

653

Federal, State, and Local Regulation Update

United States Department of Agriculture (USDA) will provide nearly $1.3 billion for states to purchase domestic foods to be distributed to schools for their meal program.

Here's how we are prioritizing our commodities:

- Use of more recipes that utilize commodities in all schools during the 2023-2024 school year.
- Utilizing local fresh fruits and vegetables through our commodity partners.

Executive Summary

OPERATING PRIORITIES FOR SCHOOL YEAR 2023–2024

CULINARY INNOVATORS

CLIENT GOAL #1

Utilizing new recipes, special event promotions and limited time offers to encourage students to try new foods.

CLIENT GOAL #2

Utilizing student feedback to shape future menu relevance.

CULTURE CONNECTORS

CLIENT GOAL #3

. Create a well-trained, diverse workforce to better serve students and the community.

IMAGINATIVE PARTNERS

CLIENT GOAL #4

Promote the Free and Reduced meal program to increase participation and help students have access to healthy meals.

CLIENT GOAL #5

Continue to show strong financial performance so that funds can be reinvested back into the program.

Student Menu Collaboration

Menu Tasting Event

To help plan our new menu items for the 2023-2024 school year, we enlisted the assistance of our students and utilized their feedback to create our current menu with some of their favorites including:

- Breakfast Smoothies
- Fruit and Yogurt Parfaits
- Country Popcorn Chicken Bowls
- Orange Chicken with Broccoli

We will continue to work with our students to ensure that our menus are the best they can be utilizing our Student Advisory Committee.

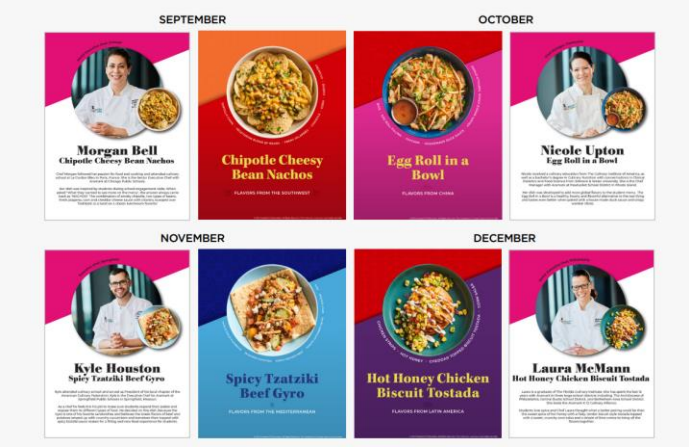
656

MENU

The Culinary Alliance

COMING THIS
FALL

Student-tested Limited Time Offer Menu Items



New Product and Recipe Testing

(with manufacturing partners and Aramark chef submissions)

Adding Regional Flavors to Menus

657

MENU

Fall Promotions & Student Involvement

SEPT

OCT

NOV

DEC

LIMITED-TIME OFFERS

Chipotle Cheesy Bean Nachos
W/O 9/13

Egg Roll in a Bowl
W/O 10/11
(Natl School Lunch Week)

Spicy Tzatziki Beef Gyro
W/O 11/15

Hot Honey Chicken Biscuit Tostada
W/O 12/13

SPECIAL EVENT PROMOTIONS

Natl. Cheese Pizza Day
9/5

Wafflely Wednesday
9/6

Grandparents Day
9/8

National Apple Month
10/2

Natl Taco Day
10/4

Cookie Monster's Birthday
11/2

Natl Sandwich Day
11/3

Natl Cookie Day
12/5

Natl Brownie Day
12/8

Natl. Cheeseburger Day
9/18

Ace's Birthday Bash
9/20

Asian-Inspired Cuisine
9/21

Natl Pasta Day
10/17

Natl Potato Day
10/27

Natl Nachos Day
11/7

Walking Taco Tuesday
11/21

Natl French Toast Day
11/21

Natl Cocoa Day
12/13

Fruits & Veggies
12/18

Wafflely Wednesday
11/29

World School Milk Day
9/27

World Vegetaarian Day
9/29

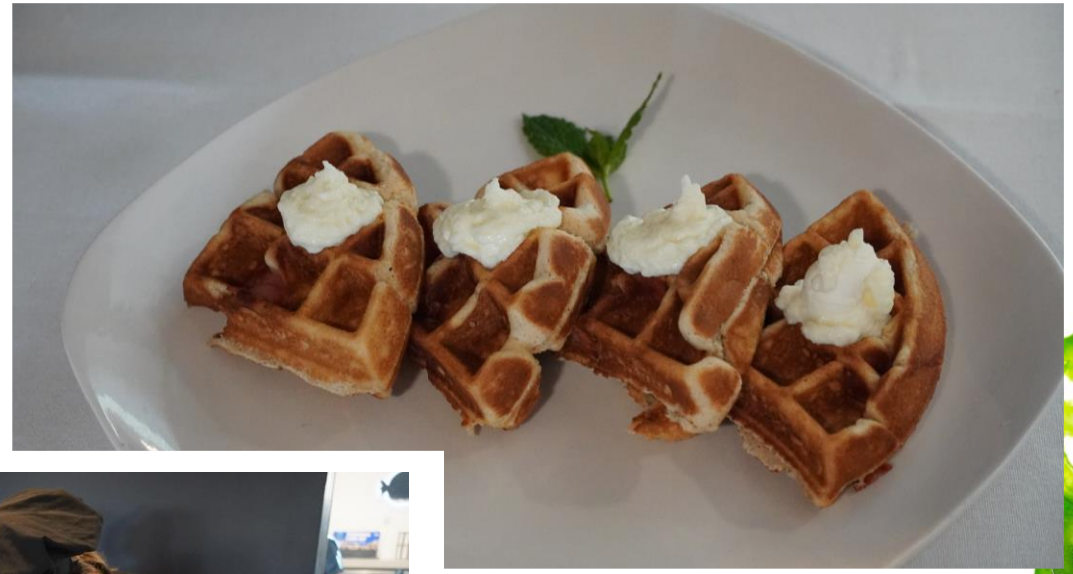
Halloween
10/31

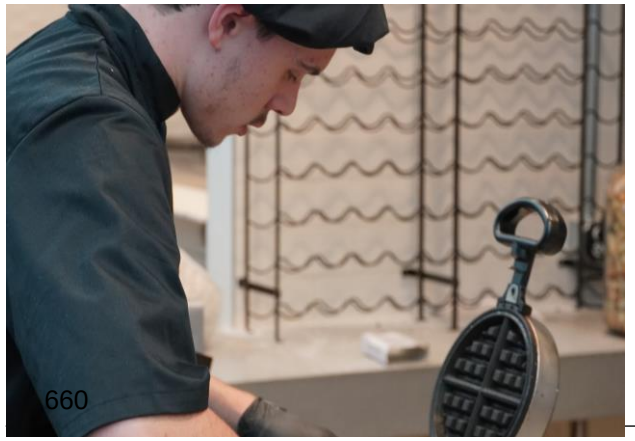
COMING THIS
FALL

Aramark Culinary Excellence (ACE) Competition

659

2022 Lone Star Chef Competition





COMING THIS
FALL

Free and Reduced Applications

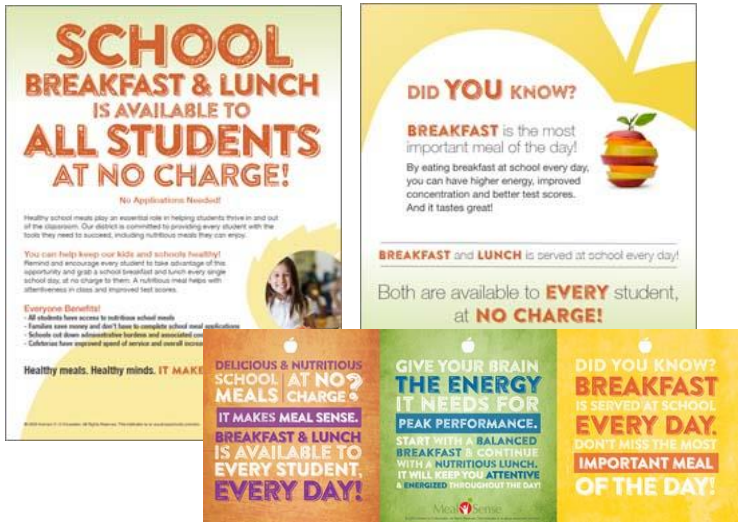
ENROLLMENT

MARKETING MATERIALS

COLLATERAL FOR:

- Parents
- Staff
- Students

PARTICIPATION



*For states without universal free meals and districts without CEP or Provision II

Meal Participation

SY 2022–23 District Performance

	SY	Meal or Equivalent Count	Service Days	Enrollment	MPSD	Participation
BREAKFAST	2022	63,986	51	10,995	1,255	11%
	2023	59,140	47	11,114	1,258	11%

	SY	Meal or Equivalent Count	Service Days	Enrollment	MPSD	Participation
LUNCH	2022	220,345	51	10,995	4,320	39%
	2023	201,711	47	11,114	4,292	39%

	SY	Meal or Equivalent Count	Service Days	Enrollment	MPSD	Participation
EQUIVALENT	2022	78,820	51	10,995	1,545	14%
	2023	99,856	47	11,114	2,125	19%

	SY	Meal or Equivalent Count	Service Days	Enrollment	MPSD	Participation
TOTALS	2022	363,151	51	10,995	7,121	65%
	2023	360,707	47	11,114	7,675	69%

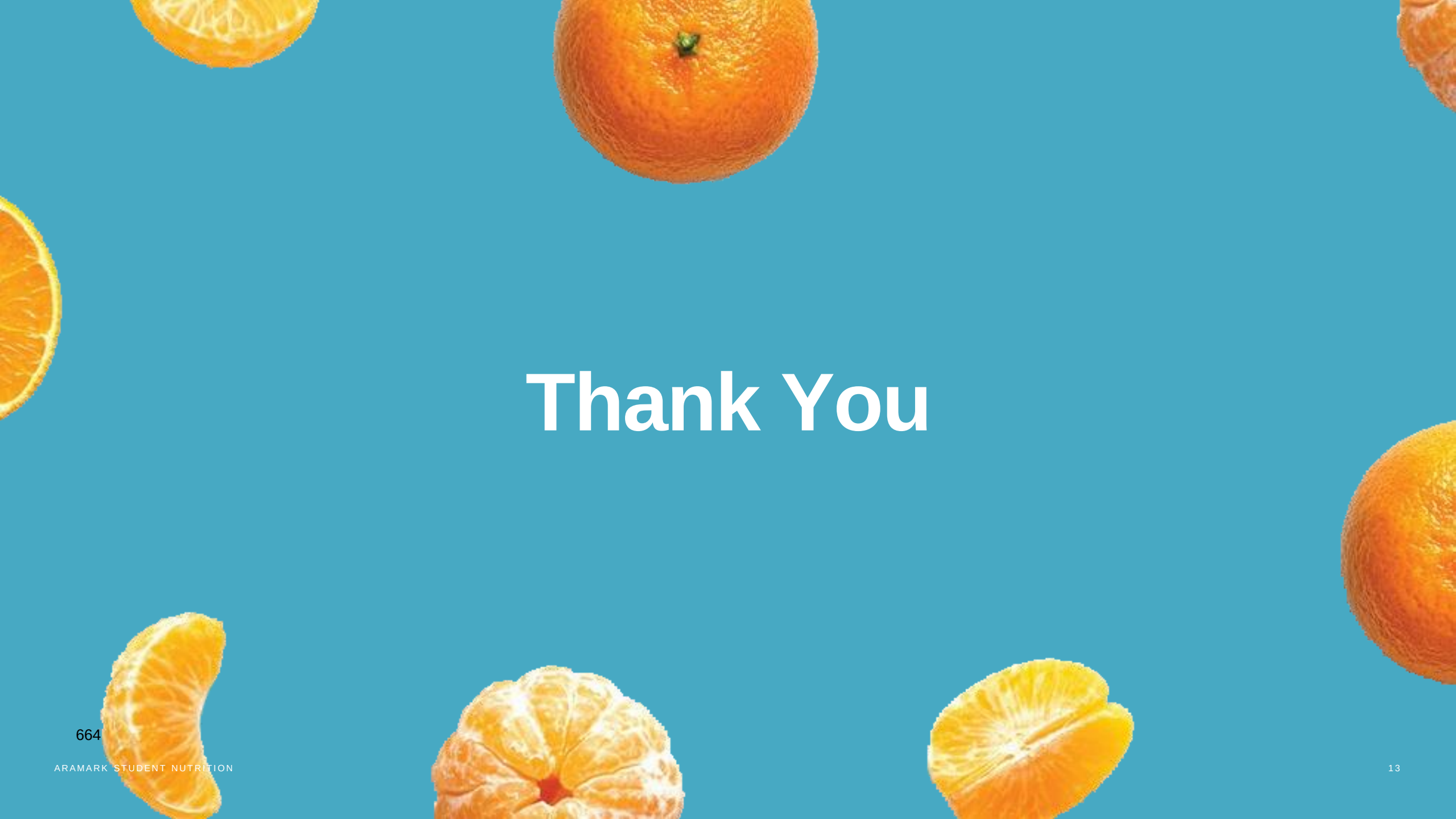
FLM

Continuing Our Collaboration

LET'S USE THIS TIME TO SCHEDULE FUTURE SESSIONS:

- Weekly check in with local team
- Monthly Joint Reviews with Sandy Bundrick
- Next Client Business Review

663



Thank You

664

aramark
STUDENT
NUTRITION

Midlothian ISD BOARDBOOK TEMPLATE		
Board Meeting Date:	November 13, 2023	
Agenda Item:	Priority 4 Presentation and Financial Update	
Requires Board Action:	NO	
Agenda Location:	INFORMATION ONLY	
Template Attachments:	No	
If yes, then select what applies:	Presentation	
Link to the presentation:		
Background Information	**WHY:** The Balanced Scorecard represents what is valued in Midlothian ISD. The presentation of one of the four priorities throughout the year ensures that the organization is focused on the progress of the district and that continuous improvement remains a focal point of the work of the Board and MISD. **WHAT:** The Balanced Scorecard Board Report is a systematic, cyclical process for review of all four priorities . This report provides an update on the status of Priority 4: District Operations and Financial Stewardship and the work within our key strategic actions aligned to the performance objectives adopted by the Board.	
Strategic Priority: *(Primary)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Primary)*	4.1 Systematic Long-range Facility Management	
Strategic Priority: *(Secondary - if needed)*	Priority 4: District Operations and Financial Stewardship	
Performance Objective: *(Secondary - if needed)*	4.3 Commitment to Financial Stewardship	
Legal Reference: (1) / (2)	N/A	
Policy Reference: (1) / (2)		
Fiscal Impact/Budget Function Code:	N/A	
Administration Recommendation	Presentation only	
Motion:	N/A	
Presenter:	Sandy Bundrick	
	District Leadership	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

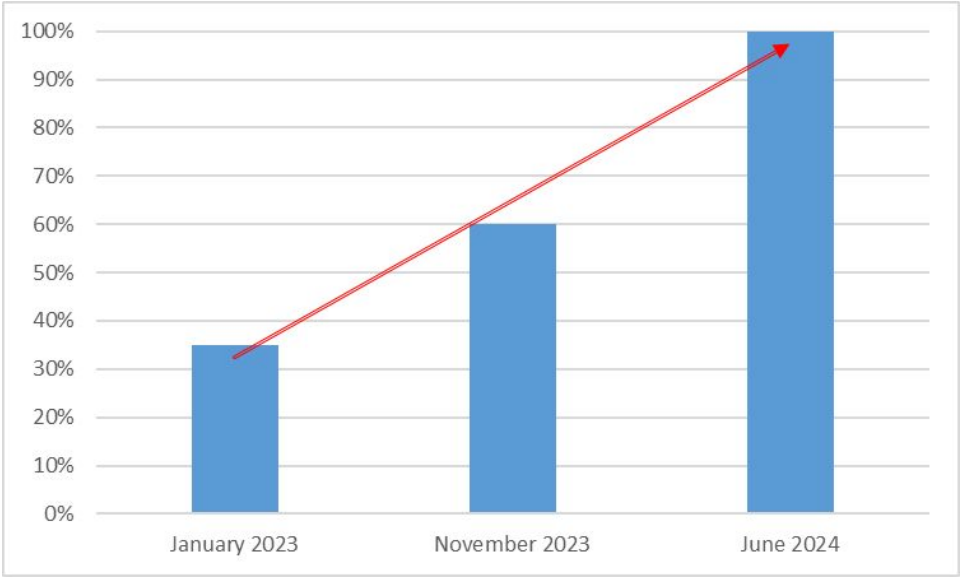
Midlothian ISD Priority 4

District Operations and Financial Stewardship

2023-2024

Priority 4.1.a

4.1.a Establish a maintenance cycle for the current facilities



On track

Not on track

Need revision

100% of facility audits will be completed by the end of 23/24 to determine the baseline.

LONG-TERM DESIRED OUTCOME(S):

By the end of 23-24, develop the baseline for written campus facility audits.

Priority 4.1.a

4.1.a Establish a maintenance cycle for the current facilities

OSHA training is scheduled for November 20th- 21st for all maintenance personnel.

LONG-TERM DESIRED OUTCOME(S):

By the end of 23-24, OSHA certification among all maintenance staff will increase from 6.25% to 100%.

Priority 4.1.c

4.1.c Assess and maintain district technology infrastructure and support systems.

100% of all MISD managed devices have endpoint protection as of August 2023.

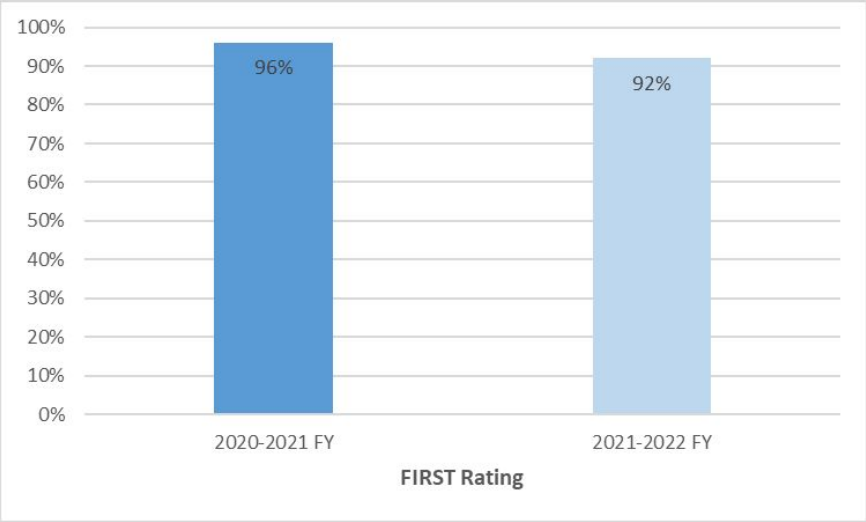
On track	
Not on track	
Need revision	
Above Goal	100%
At Goal	75%
Near Goal	50%
Below Goal	25%

LONG-TERM DESIRED OUTCOME(S):

By 2026, endpoint protection for all managed MISD devices (laptop, desktops, servers) will increase from 0% to 100%.

Priority 4.3.a

4.3.a Transparency of financial processes and decisions



On track	
Not on track	
Need revision	
Superior	90-100
Above Standard	80-89
Meets Standard	70-79
Substandard	<70

Two areas that points were reduced are in the current assets to current liabilities ratio and the correlation of future debt requirements to the district's assessed property values.

LONG-TERM DESIRED OUTCOME(S):

Annually, MISD will earn a superior rating on the FIRST Report.

Priority 4.3.a

4.3.a Transparency of financial processes and decisions

On track

Not on track

Need revision

The 22/23 annual audit was approved at the October 17, 2023 Board Meeting.

MISD received an unmodified opinion.

Opinion

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Midlothian Independent School District as of and for the year ended June 30, 2023 and the related notes to the financial statements, which collectively comprise Midlothian Independent School District's basic financial statements as listed in the table of contents.

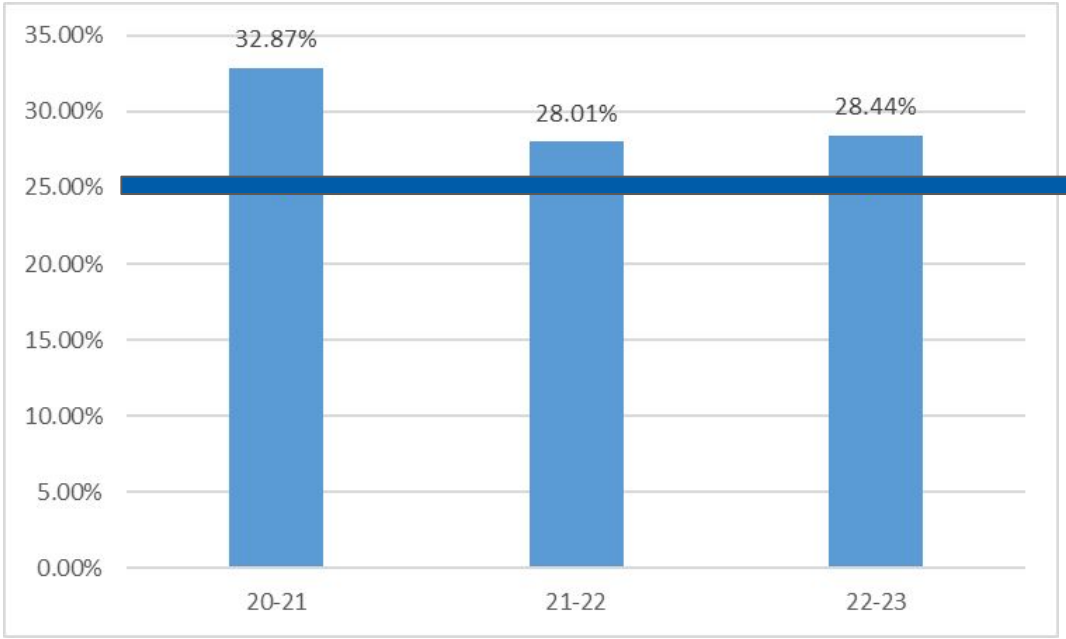
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of Midlothian Independent School District as of June 30, 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

LONG-TERM DESIRED OUTCOME(S):

Annually, MISD will earn, from an external auditor, an unmodified opinion.

Priority 4.3.b

4.3.b Demonstrate financial stewardship to community



On track	
Not on track	
Need revision	
Above Goal	>25%
At Goal	25%
Near Goal	23-25%
Below Goal	<23%

LONG-TERM DESIRED OUTCOME(S):

Annually, fund balance will remain at or above 25%.

Priority 4.3.b

4.3.b Demonstrate financial stewardship to community

On track

Not on track

Need revision

Action taken by the 88th legislative session, districts that provide an additional homestead exemption may not reduce or remove the local homestead exemption until 2028.

LONG-TERM DESIRED OUTCOME(S):

MISD will maintain a 10% additional homestead exemption for taxpayers.

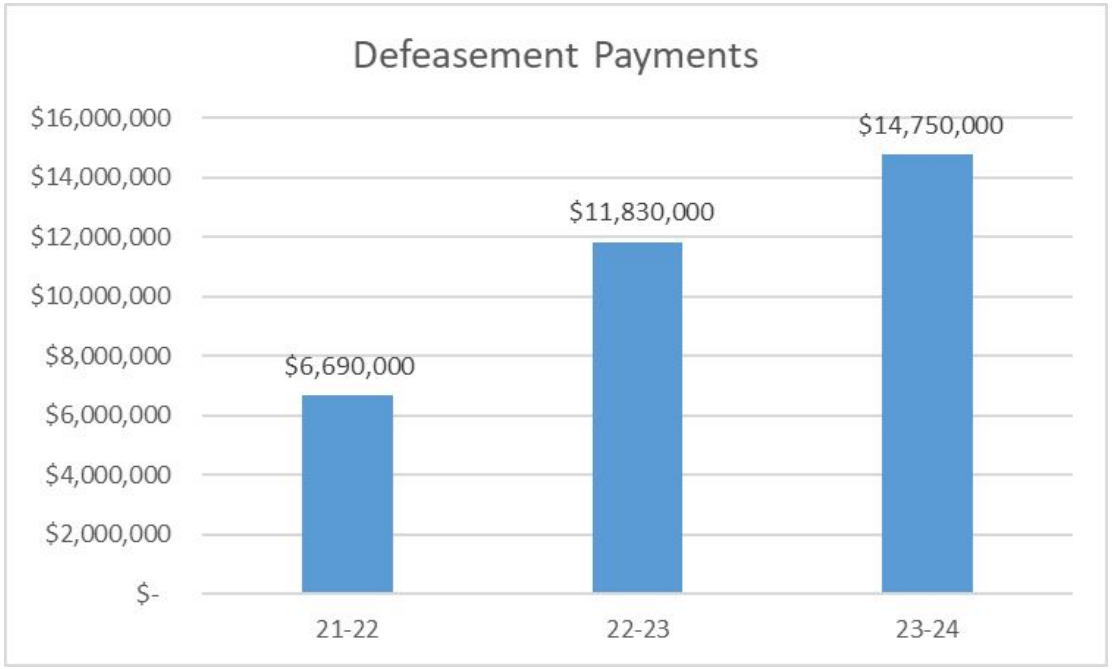
Priority 4.3.c

4.3.c Build system capacity to ensure intentional financial solvency for maximization of district resources.

On track

Not on track

Need revision



LONG-TERM DESIRED OUTCOME(S):

On an annual basis, MISD will manage funds so that defeasement of bonds may occur to save interest on bond payments.

Priority 4.3.c

4.3.c Build system capacity to ensure intentional financial solvency for maximization of district resources.

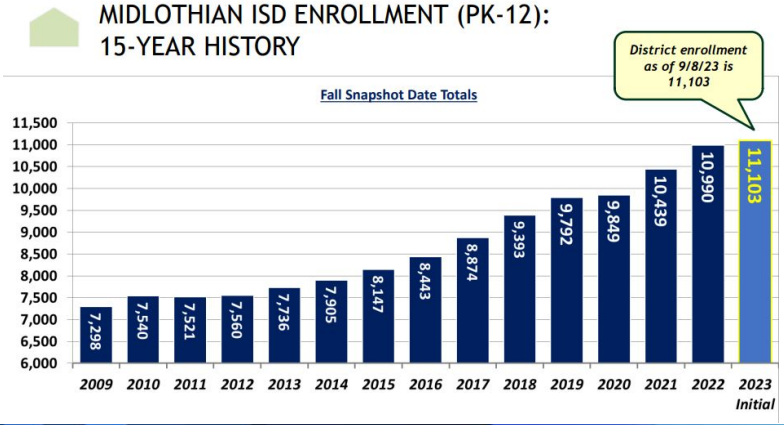
On track

Not on track

Need revision

School District Strategies (SDS) provides quarterly demographics to MISD. The latest report was provided in September 2023.

Quarterly reports since 2019 are located on our website:https://www.midlothianisd.org/about/growth-management/demographic-reports



LONG-TERM DESIRED OUTCOME(S):

MISD will continue to use demographic updates on a quarterly basis to ensure we are forecasting total students in MISD and facility needs.

FINANCIAL UPDATE

- 2023/2024 Financial Position
- 2016 Bond Spending

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

FND	T	FC	OBJ	OBJ	2023-24 Original Budget	2023-24 Revised Budget	2023-24 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
R				Revenue					
170	R	00	----		92,529.00	92,529.00	24,664.01	0.00	67,864.99
170	R	--	----	Revenue	92,529.00	92,529.00	24,664.01	0.00	67,864.99
E				Expense					
170	E	12	----	INST. RESOURCES & MEDIA SVCS	220,494.00	220,494.00	69,119.73	10,961.22	140,413.05
170	E	13	----	CURRICULUM DEV.& INST.STF DEV	1,250.00	1,250.00	349.00	0.00	901.00
170	E	52	----	SECURITY & MONITORING SERVICES	81,218.00	81,218.00	25,060.76	0.00	56,157.24
170	E	--	----	Expense	302,962.00	302,962.00	94,529.49	10,961.22	197,471.29
170	-	--	----	A. H. MEADOWS LIBRARY FUND	-210,433.00	-210,433.00	-69,865.48	-10,961.22	-129,606.30
R				Revenue					
180	R	00	----		385,246.00	385,246.00	284,931.51	0.00	100,314.49
180	R	--	----	Revenue	385,246.00	385,246.00	284,931.51	0.00	100,314.49
E				Expense					
180	E	36	----	COCURR./EXTRACURR.ACTIVITIES	1,108,283.00	1,108,283.00	483,600.37	152,021.37	472,661.26
180	E	51	----	PLANT MAINTENANCE & OPERATIONS	4,000.00	4,000.00	997.11	0.00	3,002.89
180	E	--	----	Expense	1,112,283.00	1,112,283.00	484,597.48	152,021.37	475,664.15
180	-	--	----	ATHLETIC DEPARTMENT FUND	-727,037.00	-727,037.00	-199,665.97	-152,021.37	-375,349.66
R				Revenue					
197	R	00	----		0.00	0.00	85,151.29	0.00	-85,151.29
197	R	--	----	Revenue	0.00	0.00	85,151.29	0.00	-85,151.29

FND	T	FC	OBJ	OBJ	2023-24 Original Budget	2023-24 Revised Budget	2023-24 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
E				Expense					
197	E	51	----	PLANT MAINTENANCE & OPERATIONS	0.00	0.00	92,585.79	105,000.00	-197,585.79
197	E	53	----	DATA PROCESSING SERVICES	0.00	0.00	27,565.50	0.00	-27,565.50
197	E	--	----	Expense	0.00	0.00	120,151.29	105,000.00	-225,151.29
197	-	--	----	Insurance Claims Snow 2021	0.00	0.00	-35,000.00	-105,000.00	140,000.00
R				Revenue					
199	R	00	----		126,536,831.00	126,536,831.00	26,015,649.07	-164,000.24	100,685,182.17
199	R	--	----	Revenue	126,536,831.00	126,536,831.00	26,015,649.07	-164,000.24	100,685,182.17
E				Expense					
199	E	11	----	INSTRUCTION	60,204,123.00	60,262,292.00	19,106,179.43	748,566.96	40,407,545.61
199	E	12	----	INST. RESOURCES & MEDIA SVCS	949,355.00	949,355.00	319,841.29	19,212.15	610,301.56
199	E	13	----	CURRICULUM DEV.& INST.STF DEV	1,749,632.00	1,681,573.00	552,240.59	62,836.19	1,066,496.22
199	E	21	----	INSTRUCTIONAL LEADERSHIP	1,247,869.00	1,247,313.00	395,330.72	15,581.41	836,400.87
199	E	23	----	SCHOOL LEADERSHIP	5,806,070.00	5,806,070.00	1,982,286.00	6,399.38	3,817,384.62
199	E	31	----	GUIDANCE & COUNSELING	4,349,307.00	4,359,153.00	1,526,142.61	99,954.66	2,733,055.73
199	E	33	----	HEALTH SERVICES	1,193,997.00	1,194,597.00	430,789.42	4,176.19	759,631.39
199	E	34	----	PUPIL TRANSPORTATION	3,841,877.00	3,841,877.00	1,400,555.27	76,158.90	2,365,162.83
199	E	36	----	COCURR./EXTRACURR.ACTIVITIES	3,726,373.00	3,726,373.00	1,201,006.35	71,496.87	2,453,869.78
199	E	41	----	GENERAL ADMINISTRATION	4,058,271.00	4,058,271.00	1,215,552.83	468,233.38	2,374,484.79
199	E	51	----	PLANT MAINTENANCE & OPERATIONS	12,987,533.00	12,987,533.00	6,111,127.28	709,264.22	6,167,141.50
199	E	52	----	SECURITY & MONITORING SERVICES	2,062,882.00	2,062,882.00	438,795.69	1,247,035.48	377,050.83
199	E	53	----	DATA PROCESSING SERVICES	1,908,220.00	1,908,220.00	635,541.92	103,227.42	1,169,450.66
199	E	95	----	PYMTS.TO JJAEP PROGRAMS	40,000.00	40,000.00	0.00	0.00	40,000.00
199	E	97	----	PAYMENTS TO TAX INCREMENT FUND	20,499,852.00	20,499,852.00	0.00	0.00	20,499,852.00
199	E	99	----	Tax Costs	969,000.00	969,000.00	217,566.97	751,119.72	313.31
199	E	--	----	Expense	125,594,361.00	125,594,361.00	35,532,956.37	4,383,262.93	85,678,141.70
199	-	--	----	GENERAL FUND	942,470.00	942,470.00	-9,517,307.30	-4,547,263.17	15,007,040.47

FND	T	FC	OBJ	OBJ	2023-24 Original Budget	2023-24 Revised Budget	2023-24 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
	R			Revenue					
240	R	00	----		4,647,876.00	4,647,876.00	1,101,598.99	0.00	3,546,277.01
240	R	--	----	Revenue	4,647,876.00	4,647,876.00	1,101,598.99	0.00	3,546,277.01
	E			Expense					
240	E	35	----	FOOD SERVICES	4,530,881.00	4,530,881.00	1,069,662.20	21,095.81	3,440,122.99
240	E	51	----	PLANT MAINTENANCE & OPERATIONS	116,560.00	116,560.00	13,443.91	0.00	103,116.09
240	E	--	----	Expense	4,647,441.00	4,647,441.00	1,083,106.11	21,095.81	3,543,239.08
240	-	--	----	FOOD SERVICE	435.00	435.00	18,492.88	-21,095.81	3,037.93
	R			Revenue					
599	R	00	----		47,213,577.00	47,213,577.00	312,324.71	0.00	46,901,252.29
599	R	--	----	Revenue	47,213,577.00	47,213,577.00	312,324.71	0.00	46,901,252.29
	E			Expense					
599	E	71	----	DEBT SERVICES	47,213,577.00	47,213,577.00	7,495,070.66	24,425.00	39,694,081.34
599	E	--	----	Expense	47,213,577.00	47,213,577.00	7,495,070.66	24,425.00	39,694,081.34
599	-	--	----	DEBT SERVICE	0.00	0.00	-7,182,745.95	-24,425.00	7,207,170.95
Grand Revenue					178,876,059.00	178,876,059.00	27,824,319.58	-164,000.24	151,215,739.66
Grand Expense					178,870,624.00	178,870,624.00	44,810,411.40	4,696,766.33	129,363,446.27
Grand Totals					5,435.00	5,435.00	16,986,091.82	4,860,766.57	21,852,293.39
					Profit	Profit	Loss	Loss	Profit

Number of Accounts: 4768

********** End of report **********