

Midlothian Independent School District

Mt. Peak Elementary School

2021-2022 Campus Improvement Plan



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.

Vision

Relationships+Communication=Success

Motto

Family of Excellence

Core Beliefs

As a Mt. Peak Family...

We believe learning is nurtured through building relationships.

We believe effective communication is the key to success.

We believe in creating and maintaining a safe, loving environment by treating everyone with respect.

We believe educators are purposeful designers of engaging, learning experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mt Peak is a campus of 733 students from PPCD-5th grade with approximately 19% economically disadvantaged.

Hispanic-Latino 15.8%

American Indian - Alaskan Native

0.1%

Asian 1%

Black - African American 6.8%

White 70.1%

Two or More races 6.1%

Demographics Strengths

19% economically disadvantaged

85% of economically disadvantaged students passed 4th grade reading and math.

94% of economically disadvantaged students passed 5th grade math.

100% of Hispanic students passed 3rd and 4th grade math. 93% met master's level in 4th math and 71% achieved master's level.

93% of Hispanic students passed 4th grade writing STAAR and 57% met standards.

100% of Hispanic students passed 4th grade reading and math.

97% of white students passed 5th grade math.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 22% of our African American students scored Meets on the 3rd grade 18-19 STAAR Reading assessment compared to our overall student population of 40% of students scoring at the Meets level. **Root Cause:** More attention in intervention time and Tier 1 instruction should be focused on this sub group.

Problem Statement 2: 43% of our Economically disadvantaged students scored at the Meets level on the 5th grade Reading STAAR. 66% of our entire student population scored Meets. **Root Cause:** Tier 1 instruction needs to be rigorous and engaging to ensure high quality learning.

Problem Statement 3: Only 33% of our economically disadvantaged students met the Meets standard on the 5th grade Science STAAR test. **Root Cause:** Tier 1 instruction needs to be rigorous and engaging to ensure high quality learning.

Student Learning

Student Learning Summary

3rd grade reading- 81% Approaches, 39% Meets, and 29% Masters

3rd grade math- 85% Approaches, 51% Meets, and 24% Masters

4th grade reading- 91% Approaches, 60% Meets, and 29% Masters

4th grade math- 92% Approaches, 72% Meets, and 51% Masters

4th grade writing- 86% Approaches, 53% Meets and 12% Masters

5th grade reading- 93% Approaches, 62% Meets and 37% Masters

5th grade math- 97% Approaches, 64% Meets, and 42% Masters

5th grade science- 73% Approaches, 41% Meets and 17% Masters

Student Learning Strengths

4th grade reading- 91% Approaches, 60% Meets, and 29% Masters

4th grade math- 92% Approaches, 72% Meets, and 51% Masters

5th grade reading- 93% Approaches, 62% Meets and 37% Masters

5th grade math- 97% Approaches, 64% Meets, and 42% Masters

Mt Peak performed higher than the state, region and district STAAR passing rates in 3rd-5th reading, 3rd-5th math, and 4th grade writing.

Three teams competed at Destination Imagination, 2 went to state and 1 went to Globals.

87% of 4th grade students performed at the Tier 1 Level on Istation.

Math Pentathlon

Service Learning projects through Genius Hour

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 40% of our students scored Meets on the 3rd grade 18-29 STAAR Reading assessment compared to the state average of 45%. @0% scored at the Master's level - state had 27%. We should be scoring above the state. **Root Cause:** Tier 1 instruction needs to be rigorous to allow students to transfer knowledge through process standards.

Problem Statement 2: Only 14% of our 4th grade students achieved master's level the writing portion of the STAAR test. **Root Cause:** Tier 1 instruction needs to be rigorous to allow students to transfer knowledge through process standards.

School Processes & Programs

School Processes & Programs Summary

Mt Peak offers a guaranteed and viable curriculum using TRS as our guide. We are continuing with our 1:1 iPad initiative and using technology for meaningful, purposeful lessons. Teachers meet as grade levels and across the district during iPlan days as well as AMP (Art, Music, PE) time every two weeks. Highly qualified teachers are hired and retained largely due to Humanex and rigorous interview process. First year teachers receive a buddy and have a mentor on campus to aide them in their first year as a teacher. Mt Peak has a MIT person on our campus 3 days a week to enhance lesson planning and design. Our campus has a technology lead learner and an instructional lead learner as another support.

School Processes & Programs Strengths

Math Pentathlon

Destination Imagination

All City Choir

Spring Choir

Parent Nights

Parent University

Safety Patrol

Kindness Crew

MIT

Technology Lead Learners and Instructional Lead Learners

Flexible learning spaces

Math/Science night

ELAR night

PTO fall carnival

PTO volunteers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Vertical alignment of curriculum across our campus. **Root Cause:** Monthly vertical alignment teams to align our curriculum vertically.

Perceptions

Perceptions Summary

At Mt Peak Elementary we work towards the district mission of Inspiring Excellence. We also align our daily work to the cultural tenets and our beliefs. At Mt Peak we are family and are MISD Proud. Safety is a priority with our staff and our students. Each student is an individual and we work together to personalize student learning.

Perceptions Strengths

Restorative Practices

PLC's focused around campus culture and cultural tenets

Better Than Carrots and Sticks book study

Empower book study

Staffle shout outs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Work on educating ourselves and students on social/emotional well being. **Root Cause:** Understand the why behind the behavior and address issues at the social/emotional level.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

Goals

Revised/Approved: November 15, 2021

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

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

Evaluation Data Sources: TTESS M*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade-level PLCs.</p> <p>Strategy's Expected Result/Impact: 2 percentage points in Accomplished or Higher in each domain, planning, and instruction in TTESS</p> <p>Staff Responsible for Monitoring: Team Leads, iCoach, Principal and AP</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use data to plan targeted intervention and enrichment activities for W.I.N./ RTI time and group students flexibly to ensure individual student needs and strengths are addressed.</p> <p>Strategy's Expected Result/Impact: Amira Amplify K-1 iStation Imagine Math MAP Data STAAR Interim Assessment PRI - Kinder Assessment CLI - PreK Assessment</p> <p>Staff Responsible for Monitoring: Administrators, iCoach, AI Specialist, Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

HB3 Goal

Evaluation Data Sources: Eduphoria
Cambrium

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring</p> <p>Strategy's Expected Result/Impact: STAAR score increase at least 7 percentage points in the Meets proficiency.</p> <p>2021 Data 3rd Grade - Reading, 52% - Math, 47% 4th Grade - Reading, 52% - Math, 67% 5th Grade - Reading, 47% - Math, 45% - Science, 26%</p> <p>2022 Goals 3rd Grade - Reading, 59% - Math, 54% 4th Grade - Reading, 59% - Math, 73% 5th Grade - Reading, 54% - Math, 52% - Science - 33%</p> <p>Staff Responsible for Monitoring: 3rd - 5th Grade Teachers, AI Specialist, iCoach, Administrators</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

HB3 Goal

Evaluation Data Sources: BrightByte Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: iCoach will provide weekly support through collaboration with teachers on lesson design to include the 4Cs. Strategy's Expected Result/Impact: Brightbyte data will increase by 5 scaled points. 2021 - Teacher, 991 - Student, 1080 Goal - Teacher, 996 - Student, 1085 Staff Responsible for Monitoring: Administrators, iCoach</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

HB3 Goal

Evaluation Data Sources: Frontline Tier data
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers have access to a shared drive with resources to teach students in Accelerated Instruction and RtI and will incorporated Lead4Ward high yield strategies into lesson plans.</p> <p>Strategy's Expected Result/Impact: Students qualifying for Accelerated Instruction will decrease by at least 10%.</p> <p>2021</p> <p>3rd Grade Reading - 23 3rd Grade Math - 23 4th Grade Reading - 19 4th Grade Math - 20 4th Grade Writing - 27</p> <p>Goals</p> <p>3rd Grade Reading - 21 3rd Grade Math - 21 4th Grade Reading - 17 4th Grade Math - 18</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 6: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Mt. Peak	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use assessment data to plan targeted intervention and enrichment activities and group students flexibly to ensure individual student needs and strengths are addressed.</p> <p>Strategy's Expected Result/Impact: Increase special education student proficiency levels on STAAR by 5% points.</p> <p>2021</p> <p>3rd Grade - Reading, 46% - Math, 31%</p> <p>4th Grade - Reading, 60% - Math, 50%</p> <p>5th Grade - Reading, 50% - Math, 35% - Science, 41%</p> <p>2022 Goals</p> <p>3rd Grade - Reading, 51% - Math, 36%</p> <p>4th Grade - Reading, 65% - Math, 55%</p> <p>5th Grade - Reading, 55% - Math, 40% - Science - 41%</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Accelerated Instruction Specialist, Administrators, Teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide Accelerated Instruction for qualifying ESL students and will use assessment data to plan targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.</p> <p>Staff Responsible for Monitoring: ESL teacher, classroom teachers, and principals</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Yearly TASB Salary Study

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

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

Evaluation Data Sources: District Staff Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New staff on campus will participate in the MISD Mentorship Program.</p> <p>Strategy's Expected Result/Impact: Overall employee satisfaction as measured by the district survey will increase 2%.</p> <p>Fall 2020 (YouthTruth)</p> <p>Culture: 83%</p> <p>Engagement: 85%</p> <p>Relationships: 90%</p> <p>PD and Support: 80%</p> <p>Goals</p> <p>Culture: 85%</p> <p>Engagement: 87%</p> <p>Relationships: 92%</p> <p>PD and Support: 82%</p> <p>Staff Responsible for Monitoring: Mentor, Administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff Notes, PTO luncheons / Red Cart days, Interviews for News, Extended Lunch Breaks, Teacher Shout-Outs in Mt. Peak News for Staff and Parents.</p> <p>Strategy's Expected Result/Impact: "My school creates a positive work environment" survey question will increase 2%.</p> <p>Fall 2020 (YouthTruth)</p> <p>86%</p> <p>Goal</p> <p>88%</p> <p>Staff Responsible for Monitoring: Principals, PTO, LMS, Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Evaluation Data Sources: AP Academy Survey
 MALA Survey
 Any additional Leadership type academies or programs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff lead professional development opportunities for campus/district initiatives. Team Leads, ILLs, Mentor, etc.</p> <p>Strategy's Expected Result/Impact: Survey feedback with 80% satisfaction of all participants in leadership opportunities.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: Survey Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize targeted Guidance Lessons, Team Building Activities, Conscious Discipline Strategies supported by our District SEL Specialist, and morning meetings to build class community.</p> <p>Strategy's Expected Result/Impact: Increase in 3 out of the 5 competencies from the personal skills survey</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus crisis plan outlines all policies and procedures in case of an emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents and other student concerns anonymously. Strategy's Expected Result/Impact: Increase of 5% in positive responses to safety and security survey questions Staff Responsible for Monitoring: Principal, Assistant Principal, SRO, safety team</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Raptor will be utilized for all visitors on campus. Strategy's Expected Result/Impact: Positive response to safety and security survey questions will increase by 5%. Staff Responsible for Monitoring: Front Office Staff, Administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate talking points to parents to review with their child after safety drills. Strategy's Expected Result/Impact: Positive response to safety and security survey questions will increase by 3%. All students and staff will be trained and prepared in case of an emergency.</p> <p>2021 Staff - I feel safe from harm while at my school. 100% 3rd - 5th Grade Students - Do you feel safe going to school? - 71% Parents -My school is safe place to learn. 77%</p> <p>Goals Staff - 100% Students - 74% Parents - 80%</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement bullying prevention assemblies through Aim for Success</p> <p>Strategy's Expected Result/Impact: Increase student 3-5 Youth Truth Survey safety ratings on "Do you feel safe during school? " from 69% to 73%. Increase Family Survey rating on "My child is safe from bullying at school?" from 76% to 80%.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

Evaluation Data Sources: Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Committee will meet bi-monthly to plan ways to celebrate various cultures through the Mt Peak classes and in the building.</p> <p>Strategy's Expected Result/Impact: Increase family engagement on YT.</p> <p>2021 60%</p> <p>2022 63%</p> <p>Staff Responsible for Monitoring: Mt. Peak Staff</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a budget and align financial expenditures to campus goals. Strategy's Expected Result/Impact: 0 Cross-Function Transfers is Expected for the 21-22 school year. Staff Responsible for Monitoring: Secretary, Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

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

Evaluation Data Sources: Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Academy, ESL Prep Course, GL Instructional Meetings</p> <p>Strategy's Expected Result/Impact: Increase of staff satisfaction on YT survey in regards to PD. (I have access to meaningful professional development.)</p> <p>2021</p> <p>80%</p> <p>Goal</p> <p>85%</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff and Student Shout-Outs in Mt. Peak News for Staff and Families. Also promoting MISD cultural tenants on morning announcements.</p> <p>Strategy's Expected Result/Impact: Increase culture score on YT survey for both staff and parents. (My school creates a positive/friendly work environment.) 2021 Staff - 92%, Goal - 94% 2021 Parents - 94%, Goal - 95%</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain up-to-date campus website.</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured on district survey will increase. YT Family Survey - Engagement (I feel informed about important decisions regarding my school) Increase by 3% from 70% to 73%.</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each Friday, we will send a campus newsletter, Mt. Peak News to our families through email and to our community through Facebook highlighting Mt. Peak and district happenings. We will have Facebook live events engaging the community by answering questions and notifying them of upcoming events.</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication and feedback as measured on district survey will increase from 72% to 75%.</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Mt. Peak Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1.64

Brief Description of SCE Services and/or Programs

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Personnel for Mt. Peak Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abu, Caroline	Paraprofessional	0.25
Goldthwaite, Melissa	Counselor	0.07
Malone, Shanna	Social Emotional Learning Specialist	0.07
Thomas, Candace	Teacher	1
Williams, Kimberly	Paraprofessional	0.25

Addendums