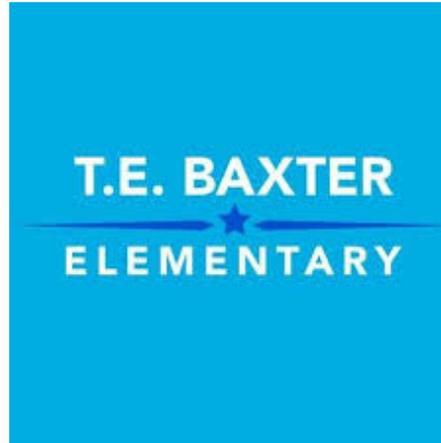


Midlothian Independent School District

T.E. Baxter Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

Our mission is to provide a 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.

Annual Performance Report:

Met Standard

State Academic Distinctions:

Academic Distinction awarded in Reading/ELA

Academic Distinction awarded in Math

Value Statement

Courage - Character - Commitment

One of us is not as strong as ALL of us!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

T.E. Baxter Elementary is committed to creating an engaging learning environment where all student can succeed and believes in putting learners first.

Enrollment of grade span EE-05:

- PPCD/PK: 19
- Kinder: 105
- First: 90
- Second: 77
- Third: 94
- Fourth: 89
- Fifth: 90
- Total: 564

Our campus consists of the following approximate demographic breakdown:

- 60.4% White
- 21.3% Hispanic
- 10.5% African American
- 6.9% Two or More Races
- 23.1% Economically Disadvantaged
- 2.1% ELL
- 9.9% Mobility Rate
- 11.5% SPED

Title 1 Students Served (100 students):

- 90% of student population served are white
- all other ethnicities are less than 5% served

Demographics Strengths

Attendance Rate -- 96.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our hispanic students are underperforming our general population **Root Cause:** Tier 1 instruction does not contain enough differentiation or rigor.

Student Learning

Student Learning Summary

T.E. Baxter is committed to creating an engaging learning environment where all students can succeed.

- Received a Distinction in 5th grade science
- Math: 80% Approached Standard, 45% Met Standard, and 21% Mastered Grade Level across all grade levels
- Reading: 81% Approached Standard, 45% Met Standard, and 23% Mastered Grade Level across all grade levels
- Writing: 66% Approached Standard, 34% Met Standard, and 8% Mastered Grade Level across all grade levels

Student Learning Strengths

Overall writing scores increased from 60% to 66% (state average of 61%)

3rd Grade Reading: Approaches 78%

Distinction earned in Science. Improved from 75% to 89%.

5th grade reading increased from 74% to 81% approaching.

5th grade math 76% to 87% percent approaching grade level with an increase from 22% to 26% at the Mastery level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percentage of students Meeting and Mastering Grade level standards is too low. **Root Cause:** Intervention needs to be more specifically targeted and begin at an earlier age.

School Processes & Programs

School Processes & Programs Summary

Instruction and Curricular: Each of our grade levels meets with iCoaches and Campus Leadership every other week to discuss best instructional practices, conduct targeted PD, and work to build exemplar lessons. Each staff member also attends iPlan days to ensure alignment of curriculum and lesson planning fidelity.

Personnel: We use the humanex screening process to ensure candidates are of high quality. Once hired, we provide continual professional development opportunities to staff as well as a mentor program for new teachers.

School Processes & Programs Strengths

As a District we implemented a guaranteed, viable curriculum with integration of 1:1 technology with professional development and support provided by iCoaches. The campus has been renovated to provide flexible learning spaces so that all students can learn in an environment that is best suited for their individual needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Integration of technology within instruction is still limited **Root Cause:** There are so many components, teachers are continuing to learn new things.

Perceptions

Perceptions Summary

Mission: Empowering innovative and passionate learners in a nurturing environment.

Vision: To build a community that embraces courage, character, and commitment while pursuing individual passions.

At Baxter we believe that all students are able to learn and our goal is to empower them to be the very best version of themselves. We want students to feel they belong on our campus and in our community and can find their place to serve one another. Our goal is for all parents to feel they are a part of their child's learning environment and we encourage them to participate any time they are able. We strive to all be striving for excellence in the key cultural tenets of our District:

- We are Family
- Celebrating the Power of Diversity
- Honoring Relationships
- Unlimited Potential
- Excellence with Purpose
- Midlothian Strong

Parents would like to see stronger communication and opportunities for support on campus.

Perceptions Strengths

At Baxter, we feel like our strongest Cultural Tenets are We are Family and Honoring Relationships. We strive as a staff to build solid relationships with one another that then carry over to our students. We want not only our students to feel a part of our Baxter Culture but our student's families as well. We focus on strong communication and positive reinforcements that build each of our students up. According to survey results, parents feel that their children are loved and supported while at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Integration of technology while maintaining the rigor of the curriculum. **Root Cause:** Learning curve for all staff and continual learning opportunities provided with the curriculum as well as technology.

Priority Problem Statements

Problem Statement 1: Percentage of students Meeting and Mastering Grade level standards is too low.

Root Cause 1: Intervention needs to be more specifically targeted and begin at an earlier age.

Problem Statement 1 Areas: Student Learning

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee 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

Goals

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

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

<p>Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during iPlan days, campus and staff professional development days, and during their weekly team planning meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will design lessons with deeper rigor using higher level questioning, high expectations and rigorous learning experiences. Observations, TTESS conversations and full evaluation will be used to determine success. 90% of teachers will be at proficient or above in T-TTESS planning and instruction. 70% of students will show growth/progress on pre and post progress indicators.</p> <p>Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations. Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations. Measure 3: Percentage of students achieving meets and masters level on STAAR increase of 3% for each assessment</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal and iplan attendance, plc minutes, lesson plans and pre/post progress indicator data.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: All teachers will track student data on every student for Reading and Math at least every nine weeks and administer BOY, MOY, and EOY assessments to monitor progress.</p> <p>Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Measure 3: Percentage of students achieving meets and masters level on STAAR increase of 3% for each assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				

Strategy 3: Teachers will explicitly teach phonics and spelling instruction to build reading fluency and decoding strategies.

Strategy's Expected Result/Impact: Istation spelling data

3rd gr 19-20 53% Goal 20-21 58%

2nd gr 19-20 46% Goal 20-21 51%

1st gr 19-20 43% Goal 20-21 50%

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews			
Formative			Summative
Nov	Feb	June	June
 30%			



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

<p>Strategy 1: K-5 students will participate in a variety of Genius Hour clubs through the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in cross-curricular activities and develop soft skills in various genius hour clubs that are determined through student voice and choice using surveys/forms and self sign ups.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Sponsors</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: All teachers, with the support of an iCoach, will utilize available technology to enhance learning platform usage and lesson design, thus increasing student engagement and individual choice in demonstrating mastery of learning objectives through technology.</p> <p>Strategy's Expected Result/Impact: 90% percentage of teachers scoring proficient or higher on M*Powered Instruction, Dimensions, and T-TESS for each domain.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and teachers through walkthroughs/evaluations as well as PLCs with MIT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

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

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

<p>Strategy 1: Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during iPlan days, campus and staff professional development days, and during their weekly team planning meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will design lessons with deeper rigor using higher level questioning, high expectations and rigorous learning experiences. Observations, TTESS conversations and full evaluation will be used to determine success. 90% of teachers will be at proficient or above in T-TESS planning and instruction. 70% of students will show growth/progress on pre and post progress indicators.</p> <p>Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations. Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations. Measure 3: Percentage of students achieving masters level on STAAR increase of 3% for each assessment</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

<p>Strategy 1: Implement a common time across the campus for students to receive prescriptive interventions and enrichments based on weak and strong SE's to maximize student learning and close performance gaps.</p> <p>Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Measure 3: Percentage of students achieving masters level on STAAR increase of 3% for each assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, SAT committee, walkthrough/ evaluations, progress monitoring logs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
<p>Strategy 2: The Student Assistance Team will meet at minimum every nine weeks to discuss the progress monitoring of at risk students and create aligned goals based on student needs.</p> <p>Strategy's Expected Result/Impact: Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Measure 2: Math progress indicators -Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Measure 3: Percentage of students achieving masters level on STAAR increase of 3% for each assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
<p>Strategy 3: Teachers will use Imagine Math, iStation, Circle and Amplify data to monitor progress for HB3.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will be more rigorous and intentional in the area of implementing high yield instructional strategies which will lead to more students mastering state content. 70% of students will meet HB3 goal expectations.</p> <p>Observations/Walkthroughs/T-TESS evaluation results.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers with walkthroughs/evaluations and lesson plans.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Strategy 1: Counselors will conduct parent meetings to explain the Duke TIP identification program and benefits. Strategy's Expected Result/Impact: Increased by 100% the number of students participating in Duke Talent Identification Program by taking the PSAT. Staff Responsible for Monitoring: Principal and Assistant Principal and Counselor Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: All applicants will be screened through Humanex to find candidates that align with the vision of MISD</p> <p>Strategy's Expected Result/Impact: 100% of staff applicants will be student centered and of high quality.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: Attend job fair inside MISD and recruit outside MISD..</p> <p>Strategy's Expected Result/Impact: Broader spectrum of qualified candidates</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: New teachers will participate in the District New Teacher Mentorship as well as have an on campus mentor throughout their first 3 years.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more connected to the campus and District as well as feel more comfortable with the daily tasks at hand. Principal will meet with all first year teachers 5 times throughout the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principal and Campus Mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Weekly, we will highlight one staff member to celebrate, in the Principals Staff Newsletter, how they demonstrate living out our MISD Cultural Tenets or School Vision and Mission.</p> <p>Strategy's Expected Result/Impact: Teachers will feel appreciated and honored which will lead to higher satisfaction with their job and increased self efficacy. An increase of 5% in the Youth Truth staff satisfaction.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Recognize staff (birthdays, positive notes, themed events and celebrations, etc). Collaborate with the PTO on staff luncheons and cart days. Interview staff on campus news for college days.</p> <p>Strategy's Expected Result/Impact: Teachers will feel appreciated and honored which will lead to higher satisfaction with their job and increased self efficacy. An increase of 5% in the Youth Truth staff satisfaction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leads, and Library Media Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: At our monthly faculty meetings, staff members will be invited to share out and teach about something that they have learned about from their PLN and implemented in their personal classroom.</p> <p>Strategy's Expected Result/Impact: Increased interest and empowerment of teachers as leaders. Increased staff motivation to continue learning and implementing research based ideas both in their own classroom and across the campus with at least 40% of staff sharing.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: Student organizations will be led by a variety of staff members to help all staff members contribute to campus vision and culture.</p> <p>Strategy's Expected Result/Impact: 90% of staff will take ownership and build their leadership capacity.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: Encourage participation in District Leadership initiatives, such as the Aspiring Leadership Academy</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity in staff with at least 3 teachers participating in district leadership opportunities.</p> <p>Staff Responsible for Monitoring: Principal, and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	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 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

<p>Strategy 1: Social and emotional guidance will be provided to all classes each month in the classroom setting by the campus counselor</p> <p>Strategy's Expected Result/Impact: Students will continue to build meaningful relationships and increase their social well-being which will be evident in decreased reports of bullying or student conflict through teacher report logs or counselor logs. Result will be a decrease in discipline referrals by 5%.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 2: Students and staff each belong to a Character ring (red, blue, green, yellow or black) and will focus on building relationships with peers, both grade level and non grade level, while focusing on campus determined character traits.</p> <p>Strategy's Expected Result/Impact: Students will continue to build meaningful relationships and increase their social well-being which will be evident in decreased reports of bullying or student conflict through teacher report logs or counselor logs. Result will be a decrease in discipline referrals by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Each student and staff will participate in a community wide service project, filtered through their ring teams, once a year.</p> <p>Strategy's Expected Result/Impact: An increased awareness and desire to serve those around us based on the foundational relationships built. An increase of 5% on the Youth Truth survey for student satisfaction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Each day, homerooms will engage in a class circle time focusing on building relationships and empathy among peers.</p> <p>Strategy's Expected Result/Impact: Students will build stronger relationships with peers and a deeper understanding of one another which will lead to fewer substantiated bullying and student conflict reports. An increase of 5% on the Youth Truth survey for student satisfaction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<p>Strategy 5: A school diversity council will be established to work in partnership with the district diversity council in supporting district initiatives and policies, celebrating the power of diversity and reviewing academic and behavioral school level data.</p> <p>Strategy's Expected Result/Impact: 100% participation in cultural recognition and celebration dates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	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 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.

<p>Strategy 1: The Campus Safety team will create the Campus Crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the District Safety and Security team.</p> <p>Strategy's Expected Result/Impact: 100% of students and staff will be trained and prepared in the instance of an emergency.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal.</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
<p>Strategy 2: All outside visitors will be buzzed in at the front door and will undergo a security check through Raptor before they are permitted to enter the building. In the event a visitor is not listed in PowerSchool, the office will call the parent/guardian to get permission for the visitor to have lunch with the student.</p> <p>Strategy's Expected Result/Impact: 100% of visitors will be required to check in through the office using the Raptor system.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	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: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

<p>Strategy 1: We will give away 1 bike per nine weeks to a student who shows good character and embodies Baxter's Best behavior.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and PEIMS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Genius Hour will be held 3 of 4 Fridays a month where students are given the opportunity to pursue their passions under the guidance of staff and community members.</p> <p>Strategy's Expected Result/Impact: Students will be actively participating in campus activities to stay involved and feel connected. Students will feel an increased sense of ownership in guiding Genius Hour as measured in student participation in club design and selection. Increase attendance rate by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: All staff will participate in surveys to assess satisfaction of our current facility and areas of needed improvement, the survey will include ideas for the use of flexible and collaborative learning spaces.</p> <p>Strategy's Expected Result/Impact: 100% of staff will take ownership of the facility and it's usage and have a platform to share needs and desires so they can be strategically planned for.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Student surveys will be conducted to assess satisfaction of our current flexible learning spaces and ideas for areas of improvement in collaborative spaces.</p> <p>Strategy's Expected Result/Impact: 100% of students will take ownership of the facility and its usage and have a platform to share needs and desires so they can be strategically planned for.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: The leadership team will asses the previous years budget and create and adjust the budget based on current instructional needs as lined out in the Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: The budget will be a realist vision for the needs of our campus and fewer cross function transfers will need to occur. No more than 2 cross functions for the school year.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

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

<p>Strategy 1: All teachers will participate in District iPlan days as scheduled by the district as well as aligned campus planned learning opportunities with the Instructional Lead Learners and the iCoaches</p> <p>Strategy's Expected Result/Impact: 90% of teachers scoring proficient or higher on M*Powered instruction, dimensions, and T-TESS for each domain.</p> <p>CASE score in classroom domain as proficient or higher as measured by Brightbytes. An increase in BrightBytes data by 10 scaled points.</p> <p>Staff Responsible for Monitoring: iPlan Sign ins, TLL, ILL, iCoaches, Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: Provide structured, timely professional development for digital resources (Amplify, Imagine Math, iStation, Frontline, StemScopes, Wonders, HelloID)</p> <p>Strategy's Expected Result/Impact: 90% of teachers scoring proficient or higher on M*Powered instruction, dimensions, and T-TESS for each domain.</p> <p>CASE score in classroom domain as proficient or higher as measured by Brightbytes. Increase by 10 scaled points in BrightBytes.</p> <p>Staff Responsible for Monitoring: iCoach, ILL, TLL, and Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1: Coordinate with district technology department to ensure compliance with district plan. Strategy's Expected Result/Impact: Continue appropriate network infrastructure. Staff Responsible for Monitoring: Principal and Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Staff Surveys, TTESS conversations, Newsletters, Social Media Data, Meeting Agendas/Minutes

Summative Evaluation: None

<p>Strategy 1: Following principal meetings, a weekly email will be sent to all staff containing pertinent information at the District level as well as the campus level.</p> <p>Strategy's Expected Result/Impact: Staff will be consistently well informed on the happenings at the District level and issues affecting the campus specifically. An increase of 10% on Youth Truth staff satisfaction survey.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: Monthly faculty meetings will be held to allow for streamlined communication as well as an opportunity to team build with all staff together.</p> <p>Strategy's Expected Result/Impact: Increase in overall staff satisfaction and engagement on campus to increase the school culture. An increase of 10% on Youth Truth staff satisfaction survey.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: All staff members belong to a Character ring (red, blue, green, yellow or black) and will team build with staff and students that correlate to their ring.</p> <p>Strategy's Expected Result/Impact: Staff will feel more connected to students and staff on a personal level and as a result will increase the school culture and employee satisfaction.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 4: Weekly newsletters will be sent to parents and the community via email and/or social media posts containing pertinent information to all stakeholders.</p> <p>Strategy's Expected Result/Impact: Parents and Stakeholders will be consistently well informed on the happenings at the District level and issues affecting the campus specifically. An increase of 10% on Youth Truth staff and parent satisfaction survey.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent and community surveys, raptor logs, observation and attendance at school wide events and activities

Summative Evaluation: None

<p>Strategy 1: We will be implementing Parent Academies to cover topics such as What does Baxter Stand for, Safety and Safety and Security, Technology, Restorative practices and other topics deemed necessary from parent surveys. Childcare will be provided.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation by 10% and partnership at campus activities as well as an increased awareness educational issues surrounding Baxter.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: A weekly newsletter will be sent home on Friday afternoons sharing the highlights from the previous week as well as important information for the weeks following. There will be sections set aside for the happenings in the library, health and wellness from the nurse and guidance from the counselor.</p> <p>Strategy's Expected Result/Impact: Parents will be well informed with consistent information provided to all.</p> <p>Positive feedback on consistent communication as measured by district survey with an increase of 10%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: Social Media avenues will be used for continual communication with parents and community (Twitter, Facebook, PTO pages, etc).</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey with an increase of 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Library Media Specialist.</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: In our weekly newsletter we will send out opportunities for parents and family members to sign up through sign up genius or google forms to help on campus in a variety of ways (read with students, math facts, board games, etc).</p> <p>Strategy's Expected Result/Impact: Parents will be more involved in the culture of the school. We will run a monthly report through raptor. With an increase of 10% for the school year.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: We will reach out to the community to partner with us to read to students in the younger grade levels. We will partner with high school students in the PAL program, football readers, members of various churches as well as retired members of the community.</p> <p>Strategy's Expected Result/Impact: Students will become connected to the world outside the school building as well as improve on reading comprehension.</p> <p>Measure 1: Early literacy progress indicators- Tier 1 students K-2 85% on track to meet grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: Staff will be encouraged to participate in weekly district wide staff meetings on Wednesdays.</p> <p>Strategy's Expected Result/Impact: 100% of staff will be more involved in the culture of the district, goals and current needs or events, in addition to being given the opportunity to ask questions directly with district level administration.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

<p>Strategy 1: Through the weekly newsletter we will build parent communication and engagement opportunities.</p> <p>Strategy's Expected Result/Impact: 3% increase in district survey participation.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 10%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

State Compensatory

Budget for T.E. Baxter Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-104-024-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,235.00
199-13-6119-00-104-024-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,971.00
199 E 11 6129 00 104 0 24 000	6129 Salaries or Wages for Support Personnel	\$4,218.00
	6100 Subtotal:	\$65,424.00

Personnel for T.E. Baxter Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carillo, Laura	Paraprofessional	Baxter Content Mastery At-Risk	.25
Gubser, Sonia	Teacher	Interventionist	1
Malone, Shanna	Social Emotional Learning Specialist	Supplemental Social Services	.070

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Syverson, Erica	Teacher	Title I	1.0

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Ryan Timm	Principal
Administrator	Kristen Shelton	Assistant Principal
Classroom Teacher	Danielle Moore	Teacher
Classroom Teacher	Susan Schabron	Teacher
Classroom Teacher	Kayla Bentle	Teacher
Classroom Teacher	Lindsay Bass	Teacher
Classroom Teacher	Sout Heizer	Teacher
Community Representative	Rhonda Byler	Community Member
Business Representative	Jonathan Douglass	Business Representative
District-level Professional	Karen Fitzgerald	Assistant Superintendent
Classroom Teacher	Adrienne Mitchell	Teacher
Classroom Teacher	Latisha Ware	Non-Classroom Professional
Business Representative	Candi Wann	7-11 Business Rep
District-level Professional	Becki Krsnak	Director of Elementary Learning
Parent	Whitney Urquhart	Parent
Parent	Timothy Fitten	Parent

Addendums