

Midlothian Independent School District

LaRue Miller Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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 *imagine the possibilities as we dream big and work hard to be our personal best to inspire excellence and change the world!*

Core Beliefs

We believe a safe, engaging, rigorous, and diverse learning environment provides the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences promoting student success.

We believe effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

706 Students (328 Female / 46%, 378 Male, 54%)

White (581, 82%), Hispanic (108, 15%), African American (59, 8%), Asian (6, 1%), American Indian or Alaskan Native (7, 1%), 2 or More Races (53, 8%)

Economically Disadvantaged - 13%

Special Education - 108, 15% (Includes CBI, Speech Only, LEAD, Resource, and Inclusion)

At-Risk - Will add when those numbers are available.

Our enrollment has increased by 10 students this school year. Our demographic information is similar to last year's information.

Demographics Strengths

LME's diversity is growing with provides new perspectives and opportunities.

Student Learning

Student Learning Summary

STAAR 2021 indicates that our overall proficiency decreased for each grade level and each subject with the exception of 4th Grade Math.

4th Grade Math proficiency increased from 83% approaches to 86% approaches.

45% of students in 5th grade earned a mastered level in reading.

We also saw increases in mastery levels for 3rd and 4th grade math scores (34% and 49%, respectfully).

Student Learning Strengths

3rd - 5th Grade Math masters proficiency is strong.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our African American population is scoring lower than the white population for reading and math for both 3rd and 4th grade STAAR tests.

School Processes & Programs

School Processes & Programs Summary

MISD has provided teachers with a curriculum that is guaranteed and viable. This curriculum is designed for autonomy between campuses to create cohesiveness within our classrooms and to ensure that students are being taught the TEKS to the rigor and specificity of each standard. Our curriculum, the TEKS Resources System, provides the alignments of TEKS and ELPS. During Professional Development Days, teachers meet together to work through their instructional focus document and align their lessons to the standards.

Teachers utilize "Quick Checks" to check for mastery of the TEKS. Teachers analyze data to implement instructional strategies to target student strengths and weaknesses. On a campus level we use Grade Level Data sheets to track patterns and trends within each unit. Grade levels collaborate quarterly to discuss student data and create an action plan to address areas of concern. Teachers create Student Learning Objectives to monitor and increase student performance.

Student Expectations for Problem Solving and Real World Problems:

- Team LME Days
- Destination Imagination
- Math Pentathlon
- Service Learning Projects
- Kindness and Compassion Club
- Student Council
- All-City Choir
- Spring Choir
- Miller Bells

Differentiation is provided to students through:

- Gifted and Talented
- Challenge Labs
- Tiered Interventions
- Learning Lab
- SOS Day
- PAL Program
- Inclusion
- Dyslexia
- ESL
- iStation
- Imagine Math
- Education Galaxy
- Amplify
- Acadience

Character Education:

- Shared Book Study, Kinder - 5th Grade (Inch and Miles, The Journey to Success)
- Shared Book Studies, Kinder - 5th Grade (Picture Books once a month that highlight leadership characteristics)
- Character Class with Counselor

- Positive Office Referrals

Professional Development opportunities are provided through:

- District / Campus
- Region 10
- Texas Education Agency - Reading Academy
- Teacher Need

Other Resources:

- High School Partnerships (PALS, Football Readers, Partners in PE)
- POPs
- Campus activities
 - TEAM LME Days
 - Miller Rallies
 - Author visits
 - PTO events
 - Music programs
 - Fine Art Show

School Processes & Programs Strengths

All learners have an opportunity to achieve their fullest potential in and out of class. While mastery of the TEKS is essential, it is the base-line for success not the end-goal. Learners at LME have multiple areas to explore their passions through extracurricular programs.

Perceptions

Perceptions Summary

The YouthTruth survey was taken in October 2020 by students, staff, and parents.

Nov. 2020 - 69 (16% of respondents were virtual only. They indicated far lower scores than F2F or F2F and Virtual.) / Enrollment 710 - 10% response rate / student

Perceptions Strengths

The percent positives for relationships increased as reported by both parents and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The family percent positives scores for Engagement and Communication & Feedback decreased.

Priority Problem Statements





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: Provide student choice in demonstrating evidence of learning for all core content.</p> <p>1.5 (Accomplished) All digital activities, materials, and assessments are: * authentic for students * student-owned, learner driven * aligned with the specificity and rigor of most state standards, following the TRS YAG/IFD and district Pacing Guides * include integration of technology that is not substitution Most Unit Assessments, Performance Assessments, evidence of learning, and other formal/informal assessments are digital or electronic for timely analysis, as appropriate. Collaborates regularly in designing of lessons across the campus, integrating technology and all TRS documents (core) or other approved curriculum documents (non-TRS/non-core).</p> <p>2.6 (Accomplished) Student ownership and choice are routinely reflected in the selection of digital processes and applications to express learning. * Includes student input to regularly adjust for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera. Collaborates with students to collect their work in a digital format, analyzes the work with students, and provides timely feedback in a digital format. Consistently demonstrates a student-centered instructional delivery method, integrating technology and utilizing TRS documents (core) or other approved curricular documents (non-TRS/non-core). Consistently delivers lessons that meet content and rigor level expectations of TRS documents (core) or other approved curriculum documents (non-TRS/non-core) and other digital and content-specific expectations set forth in iPlan PLCs to ensure innovative learning.</p> <p>Strategy's Expected Result/Impact: 30% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M*Powered Dimension 1.5 (2021-28%) 35% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M+Powered Dimension 2.6 (2021-33%)</p> <p>Staff Responsible for Monitoring: Administrators, 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 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 plan collaboratively and use program data to design aligned lessons during weekly planning meetings. Teachers will use 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: Amplify K-1 iStation Imagine Math MAP Data</p> <p>Staff Responsible for Monitoring: Administrators, iCoach, AI Specialist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</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, 48% - Math, 52% 4th Grade - Reading, 54% - Math, 69% 5th Grade - Reading, 66% - Math, 70% - Science, 53%</p> <p>2022 Goals 3rd Grade - Reading, 55% - Math, 59% 4th Grade - Reading, 61% - Math, 76% 5th Grade - Reading, 73% - Math, 77% - Science - 60%</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;"> <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 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: Teachers will utilize available technology to enhance lesson design and increase student choice in demonstrating evidence of learning.</p> <p>Strategy's Expected Result/Impact: Brightbyte data will increase by 5 scaled points. 2021 - Teacher, 1003 - Student, 1092 Goal - Teacher, 1008 - Student, 1097</p> <p>Staff Responsible for Monitoring: Administrators, iCoach, 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 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 will use assessment data to plan targeted intervention and enrichment activities that are planned with high yield learning strategies for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring</p> <p>Monitor Accelerated Instruction Progress for students who failed STAAR in 2020-2021.</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 - 28 3rd Grade Math - 23 4th Grade Reading - 24 4th Grade Math - 15 4th Grade Writing - 29</p> <p>Goals</p> <p>3rd Grade Reading - 25 3rd Grade Math - 21 4th Grade Reading - 22 4th Grade Math - 13</p>	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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

HB3 Goal

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Miller	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 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: Increase special education student proficiency levels on STAAR by 5% points.</p> <p>2021</p> <p>3rd Grade - Reading, 42% - Math, 50%</p> <p>4th Grade - Reading, 35% - Math, 50%</p> <p>5th Grade - Reading, 50% - Math, 61% - Science, 44%</p> <p>2022 Goals</p> <p>3rd Grade - Reading, 47% - Math, 55%</p> <p>4th Grade - Reading, 40% - Math, 55%</p> <p>5th Grade - Reading, 55% - Math, 66% - Science - 49%</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Accelerated Instruction Specialist, Administrators, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
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Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

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

HB3 Goal





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

Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Miller	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 1: Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





Evaluation Data Sources: Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
Strategy 1: Not a Campus-Based Performance Objective	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 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: 73%</p> <p>Engagement: 81%</p> <p>Relationships: 84%</p> <p>PD and Support: 73%</p> <p>Goals</p> <p>Culture: 75%</p> <p>Engagement: 83%</p> <p>Relationships: 86%</p> <p>PD and Support: 75%</p> <p>Staff Responsible for Monitoring: Mentor, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff Notes, PTO luncheons / Cart days, Interviews for News, Team Design Time, Hallway Happy Hours, Teacher Shout-Outs in Miller Minute / Staff Miller Minute, Promote Clubs, Team LME Days, Staff Socials / Get-Togethers</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: 73%</p> <p>Engagement: 81%</p> <p>Relationships: 84%</p> <p>Goals</p> <p>Culture: 75%</p> <p>Engagement: 83%</p> <p>Relationships: 86%</p> <p>Staff Retention to Increase from 86% to 89%.</p> <p>Staff Responsible for Monitoring: Principals, PTO, LMS, Teachers, Team Leads</p> <p>TEA Priorities: Recruit, support, retain 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 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
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 Pyramid of Success, Targeted Guidance Lessons, Team Building Activities through Team LME Day, Conscious Discipline Strategies supported by our District SEL Specialist, and Teacher-Taught Panorama Lessons for their morning meetings based on their class data.</p> <p>Strategy's Expected Result/Impact: Panorama Survey Data - Fall 2021</p> <p>***Grit - 55% (3-5), 55% (K-2) ***Self-Efficacy - 54% (3-5), 58% (K-2) Self-Management - 75% (3-5), 46% (K-2) Social Awareness - 69% (3-5), 68% (K-2) ***Growth Mindset - 55% (3-5)</p> <p>Sense of Belonging - 65% (3-5) Teacher & Student Relationships - 77% (3-5)</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. We also have a "Say no. Go to a safe place. And tell a trusted adult" posters posted to inform students on how to report unsafe situations.</p> <p>Strategy's Expected Result/Impact: All students and staff will be trained and prepared in case of an emergency. Positive response to safety and security survey questions will increase by 5%.</p> <p>2021 Staff - 95% 3rd - 5th Grade Students - Do you feel safe going to school? - 79% (Yes, very safe), 18% (Sometimes) Parents - 77%</p> <p>Goals Staff - 100% (?) Students - 84% Parents - 82%</p> <p>Staff Responsible for Monitoring: SRO, Campus Safety Team, Administrators, Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Raptor will be utilized for all visitors on campus.</p> <p>Strategy's Expected Result/Impact: Positive response to safety and security survey questions will increase by 5%.</p> <p>2021 Parents - 77%</p> <p>Goals Parents - 82%</p> <p>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. Form a student focus group to discuss school safety.</p> <p>Strategy's Expected Result/Impact: All students and staff will be trained and prepared in case of an emergency. Positive response to safety and security survey questions will increase by 5%.</p> <p>2021 Staff - 95% 3rd - 5th Grade Students - Do you feel safe going to school? - 79% (Yes, very safe), 18% (Sometimes) Parents - 77%</p> <p>Goals Staff - 100% (?) Students - 84% Parents - 82%</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 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: Reduced bullying investigations.</p> <p>Increased safety ratings on student survey.</p> <p>2021</p> <p>3rd - 5th Grade Students - Do you feel safe going to school? - 79% (Yes, very safe), 18% (Sometimes)</p> <p>Goals</p> <p>Students - 84%</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: We have a monthly plan to celebrate various cultures through the LMS.</p> <p>Strategy's Expected Result/Impact: Increase family engagement on YT.</p> <p>2021 61%</p> <p>2022 70%</p> <p>Staff Responsible for Monitoring: LMS</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




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 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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).

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	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 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.</p> <p>2021 73% Goal 75%</p> <p>Staff Responsible for Monitoring: iCoach, 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 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	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 1: Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff and Student Shout-Outs in Miller Minute / Staff Miller Minute Strategy's Expected Result/Impact: Increase culture score on YT survey for both staff and parents. 2021 Staff - 73%, Goal - 75% 2021 Parents - 85%, Goal - 87% Staff Responsible for Monitoring: Administrator	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.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	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 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. October 2020</p> <p>64% ***69 Parents took the YT survey last year. Previous year data indicates 75% percent positives on communication, so the goal will be based on this data.</p> <p>Goal 78%</p> <p>Staff Responsible for Monitoring: LMS, Administrators</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Share pertinent information a variety of ways (Facebook, Email, Remind, Website). Campus Calendar is Up-To-Date. PTO Facebook provides updates of upcoming events. Tentative Event Calendar Published. Monthly Miller Minute (Updated Weekly) Teachers send weekly newsletters including information about upcoming TEKS.</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured on district survey will increase. October 2020 64% ***69 Parents took the YT survey last year. Previous year data indicates 75% percent positives on communication, so the goal will be based on this data. Goal 78%</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for LaRue Miller Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1.96

Brief Description of SCE Services and/or Programs

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Personnel for LaRue Miller Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cates, Jacquelyn	Paraprofessional	0.25
Goldthwaite, Melissa	Counselor	0.14
Malone, Shanna	Teacher	0.07
Roberts, Kris	Paraprofessional	0.25
Sanders, Leah	Teacher	0.25
Waites, Stella	Teacher	1

Addendums