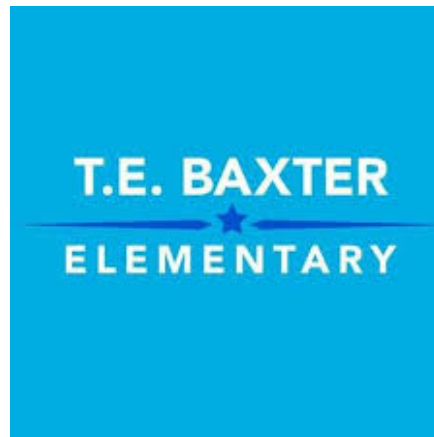


Midlothian Independent School District

T.E. Baxter Elementary School

2021-2022 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:

- ECSE/PK: 41
- Kinder: 86
- First: 84
- Second: 103
- Third: 78
- Fourth: 87
- Fifth: 101
- Total: 580

Our campus consists of the following approximate demographic breakdown:

- 74.4% White
- 21.4% Hispanic
- 13.1% African American
- 9.4% Two or More Races
- 23.1% Economically Disadvantaged
- 2.1% EB
- 9.9% Mobility Rate
- 17.4% SPED

Title 1 Students Served (100 students):

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

Demographics Strengths

- African American, Hispanic and Economically Disadvantaged increased in meeting their targets under closing the gaps in ELAR.
-

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

Baxter is committed to creating an engaging learning environment where all students can succeed. As adjustments are made to the rigor of the STAAR test some areas of concern include the number of students meeting the meets and masters level in all grade levels for Reading and Math. We met all 16 indicators for growth in all sub pops and areas. As expected due to COVID related school loss we saw a decrease in student achievement over this past year, we have targeted the needs areas.

Student Learning Strengths

- Meets and Masters in 3rd and 4th grade reading increased.
- 4th grade math had an increase of 10 percentage points in masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percentage of students Meeting and Mastering Grade level standards is too low. **Root Cause:** Tier 1 instruction is not rigorous and is not grounded in best practice.

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

- Intentionally designed and student centered master schedule. Provides for systematic pull out for students and time for tiered interventions.
- All staff works with iCoach and Accelerated Instruction Specialist to improve instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers have not mastered quality over quantity of programs and strategies. **Root Cause:** Professional staff is going broad in a lot of programs instead of going deep in a few.

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: Teachers are taking students at face value instead of effective assessment data. **Root Cause:** There is a need for professional development in analyzing valid assessment data.

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: Teachers will work collaboratively to plan and design lessons aligned with the TEKS and using TRS during iPlan days, campus and staff professional development days, and during their weekly team planning meetings.</p> <p>Strategy's Expected Result/Impact: Increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, iCoach, Team Leads</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All teachers will track student data on all students 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: 80% growth from BOY to EOY on universal screeners based on the grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, iCoach</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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: Kinder, 1st and special ed teachers will participate in Reading Academy to improve student growth in reading measured on universal screeners.</p> <p>Strategy's Expected Result/Impact: 80% growth from BOY to EOY on universal screeners based on the grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, iCoach</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 3rd-5th grade teachers will administer and disaggregate MAP data to target and show improvement in all students in both reading and math. 5th grade teachers will also include science.</p> <p>Strategy's Expected Result/Impact: 80% growth from BOY to EOY on universal screeners based on the grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, iCoach</p> | Formative | | |
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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 monitor and track student learning outcomes and confer with teams and administration in bi-weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, iCoach, AI Specialist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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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: K-5 students will participate in a variety of Genius Hour clubs through the 2021-2022 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</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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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: 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: Decrease of students requiring tiered or AI services by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Based off walkthrough data, Principal, AI Specialist and iCoach will highlight a monthly focus of an unused strategy and provide PD of what it looks like in order to increase use of Lead4ward learning strategies.</p> <p>Strategy's Expected Result/Impact: Decrease of students requiring tiered or AI services by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, AI Specialist, iCoach</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | |
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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 | | |
|---|---|-----|------|
| <p>Strategy 1: Encourage extra curricular and enrichment activities such as Math Pentathlon, Choir, DI, media team and Challenge Lab.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students at Meets and Masters by 7%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> | Formative | | |
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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: Intentional small group inclusion when SPED teacher is the General Ed classroom. Strategy's Expected Result/Impact: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Ed teachers, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: SPED teachers will use Interim Assessments, MAP and Education Galaxy data to goal set and track student progress. Strategy's Expected Result/Impact: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Ed teachers, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | |
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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 | | |
|---|---|-----|------|
| <p>Strategy 1: The ESL Teacher and General Education Teachers will use assessment data to plan targeted intervention for our Emergent Bilingual students.</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: Principal, Assistant Principal, ESL Teacher</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative | | |
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Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan 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 | | |
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Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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






Evaluation Data Sources: District Staff Survey

| Strategy 1 Details | Formative Reviews | | |
|---|---|------------|-------------|
| <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 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 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> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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



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






| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <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>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
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Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by 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: 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, Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Staff and students have buddy classes where lessons will focus on building relationships with peers, both grade level and non grade level, while focusing on campus determined character traits of Courage, Character and Commitment.</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, Counselor and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Each student and staff will participate in a community wide service project, filtered through their buddy class 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, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
|--|---|-----|------|
| <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, Teachers, Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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






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 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</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <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 Skyward, 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> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: All volunteers will be background checked using the districts online application. Volunteering will not be permitted until the campus receives clearance.</p> <p>Strategy's Expected Result/Impact: 100% of volunteers will have a clear background check on file for the current school year</p> | Formative | | |
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Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

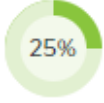





Evaluation Data Sources: Prevention programs implemented on campuses reflected by the number of students in attendance.

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Provide staff with ongoing professional development and programming available during staff meetings.</p> <p>Strategy's Expected Result/Impact: 100% of staff will be trained in prevention programming and know resources available.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.











Performance Objective 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: Staff participation in the Diversity Council monthly. Strategy's Expected Result/Impact: Diversity Council staff will model and share celebrations with all teachers back on campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Staff participation in the Diversity Council monthly. Strategy's Expected Result/Impact: Diversity Council staff will model and share celebrations with all teachers back on campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | 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.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <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 its usage and have a platform to share needs and desires so they can be strategically planned for.</p> <p>Staff Responsible for Monitoring: Principal, Assistant, AI Specialist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <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: Principal, Assistant, AI Specialist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | 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% (exclusive of the amount of the TIRZ transfer).

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: The leadership team will assess 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, Assistant, AI Specialist</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 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: Utilize iTech specialist to help personalize technology integration into teaching.</p> <p>Strategy's Expected Result/Impact: 2% gain in teachers satisfaction</p> <p>Staff Responsible for Monitoring: Teachers, iTech specialist, iCoach</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |





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: This is not a campus 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 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: This is not a campus 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 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: Principal will highlight best practices through social media accounts and newsletters weekly aligned with cultural tenants.</p> <p>Strategy's Expected Result/Impact: At least four best practices are shared in the principal's family newsletter per month, and once a month on social media.</p> <p>Staff Responsible for Monitoring: Principal, Assistant, Media Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</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 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 | | |
|--|---|-----|------|
| <p>Strategy 1: Principal will meet twice a month to collaborate with district department staff members on school goals and progress.</p> <p>Strategy's Expected Result/Impact: Principal will be better empowered to support the districts vision and mission on campus with staff.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</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 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: School Media Specialist will update the school website monthly, monitor it for compliance and improve methods for website accessibility such as translation features, distinguishable colors and alternative text.</p> <p>Strategy's Expected Result/Impact: 100% of website visitors will have information that is current, reliable and accessible for those with visual disabilities and primary languages other than English.</p> <p>Staff Responsible for Monitoring: Library Media Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</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 | | |
|--|-------------------|-----|------|
| Strategy 1: This is not a campus 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> | | | |

State Compensatory

Budget for T.E. Baxter Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1.96

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for T.E. Baxter Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------------|--------------------------------------|------------|
| Brand, Karen | Teacher | 0.25 |
| Goldthwaite, Melissa | Counselor | 0.14 |
| Gubser, Sonia | Teacher | 1 |
| Malone, Shanna | Social Emotional Learning Specialist | 0.07 |
| Montgomery, Tara | Paraprofessional | 0.25 |
| White, Nicole | Paraprofessional | 0.25 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------|-----------------|------------|
| Syverson, Erica | Teacher | Title I Reading | 1 |

Addendums