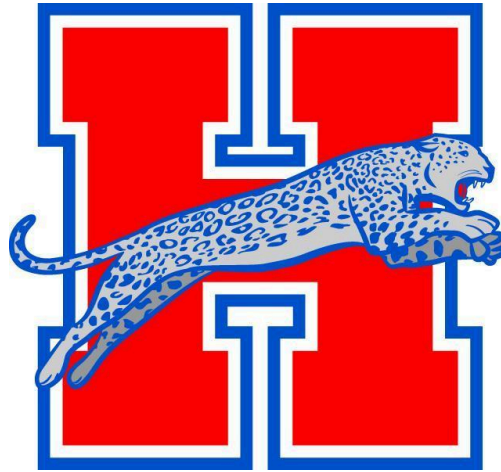


# Heritage High School

## Campus Improvement Plan 2023-2024



**Board Approval Date: November 13, 2023**

The Mission of Midlothian ISD is to:  
educate students by empowering them to maximize their potential.

**Vision:**

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

As MISD We **BELIEVE:**

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

**District Cultural Tenets**

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

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

**Midlothian Balanced Scorecard Priorities**

Priority 1: Student Success

Priority 2: Capacity Building and Effective Leadership

Priority 3: Culture, Climate, and Safety

Priority 4: District Operations and Financial Stewardship

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**Midlothian Balanced Scorecard Priorities**

[Priority 1: Student Success](#)

[Priority 2: Capacity Building and Effective Leadership](#)

[Priority 3: Culture, Climate, and Safety](#)

[Priority 4: District Operations/Financial Stewardship](#)

**APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023**

## Comprehensive Needs Assessment Summary

### Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

# Comprehensive Needs Assessment

## Demographics

The Demographics of Midlothian Heritage High School are:

### Student Data:

#### Grade Level Breakdown:

- 432 9th Grade Students: (26.9%)
- 439 10th Grade Students: (27.3%)
- 388 11th Grade Students: (24.1%)
- 349 12th Grade Students: (21.7%)

#### Ethnicity: (percents and number of students)

- 0.3% - American Indian or Alaskan Native: (5 students)
- 1% - Asian: (17 students)
- 13% - Black or African American: (206 students)
- 54% - White: (872 students)
- 26% - Hispanic/Latino (426 students)
- 5% - 2 or More Races: (83 students)

#### Gender: (percents and number of students)

- 48% Female: (778 students)
- 52% Male: (828 students)

#### Special Populations: (percents and number of students)

- 6% - Gifted and Talented: 99 students
- 3% - Emergent Bilingual: 51 students
- 26% - Economically Disadvantaged: students
- 26% - Special Education: 412 students
- 33% - At Risk: 523 students
- 16% - 504 Services: 260 students

**Student Attendance Rate:**

- 21-22: 94.4% Attendance Rate
- 22-23: 94.7% Attendance Rate

**Teacher Demographics:**

**Teacher Ethnicity:** (percents and number of students)

- *White:* 82.1% (69 teachers)
- *Hispanic:* 9.5% (8 teachers)
- *Black or African American:* 8.3% ( 7 teachers)

**Teacher by Gender:** (percents and number of students)

- *Female:* 45 (53.5%)
- *Male:* 39 (46.4%)

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

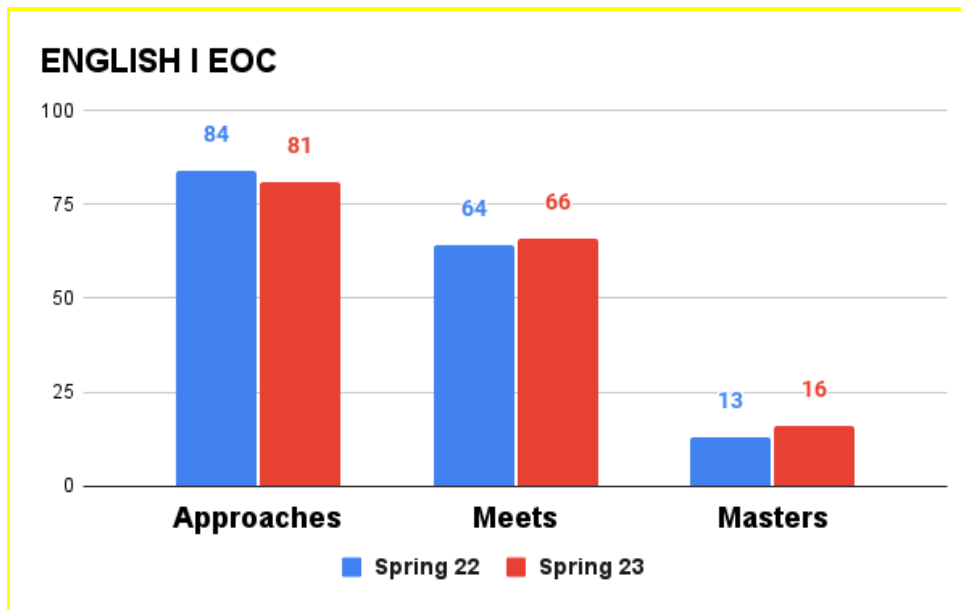
- *Beginning Teachers:* 3 (3.6%)
- *1-5 Years:* 18 (21.4%)
- *6-10 Years:* 24 (28.6%)
- *11-20 Years:* 30 (35.7%)
- *21-30 Years:* 9 (10.7%)
- *Over 30 Years:* 0

**Student Discipline Data from 2022-2023**

<b>Discipline Action</b>	<b>Total Count</b>
<i>In School Suspension (ISS)</i>	172
<i>Out of School Suspension (OSS)</i>	72
<i>DAEP</i>	51

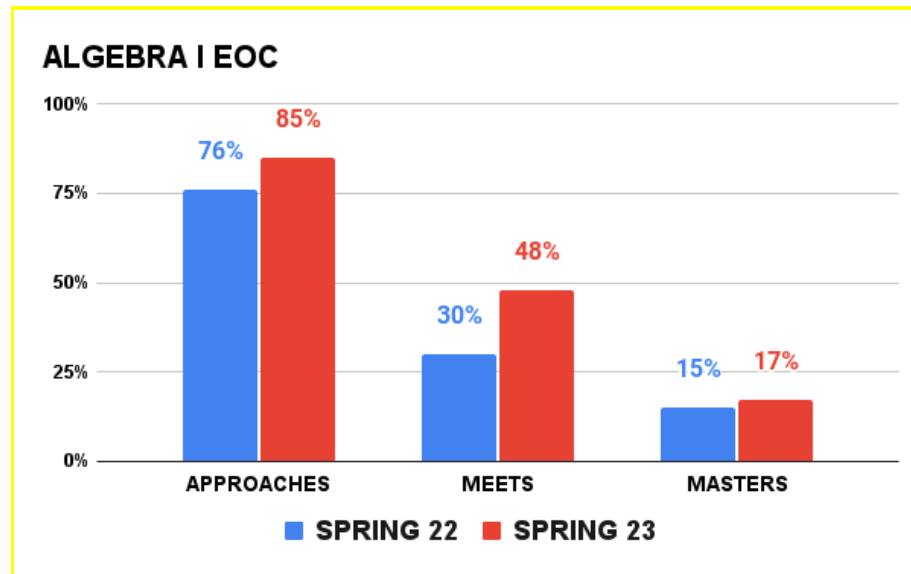
## Demographics and Academic Strengths

	<b>Spring 2023 STAAR EOC, English I</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Midlothian Heritage High School</b>	<b>432</b>	<b>42</b>	<b>4240</b>	<b>66.16%</b>	<b>89.58%</b>	<b>71.30%</b>	<b>19.91%</b>
Economic Disadvantage	115	38	4091	58.86%	81.74%	59.13%	10.43%
American Indian/Alaskan Native	1	33	3924	51.56%	100%	0%	0%
Asian	5	40	4161	62.50%	80%	60%	20%
Black/African American	57	39	4116	60.28%	82.46%	64.91%	12.28%
Hispanic	130	41	4189	64.15%	89.23%	69.23%	13.85%
Two or More Races	23	47	4408	73.03%	100%	82.61%	21.74%
White	216	44	4289	68.34%	90.74%	73.61%	25.46%
Currently Emergent Bilingual	10	35	3974	54.06%	80%	50%	0%
Fourth Year of Monitoring	4	44	4326	69.14%	100%	75%	25%
Special Ed Indicator	39	26	3734	41.15%	48.72%	15.38%	2.56%



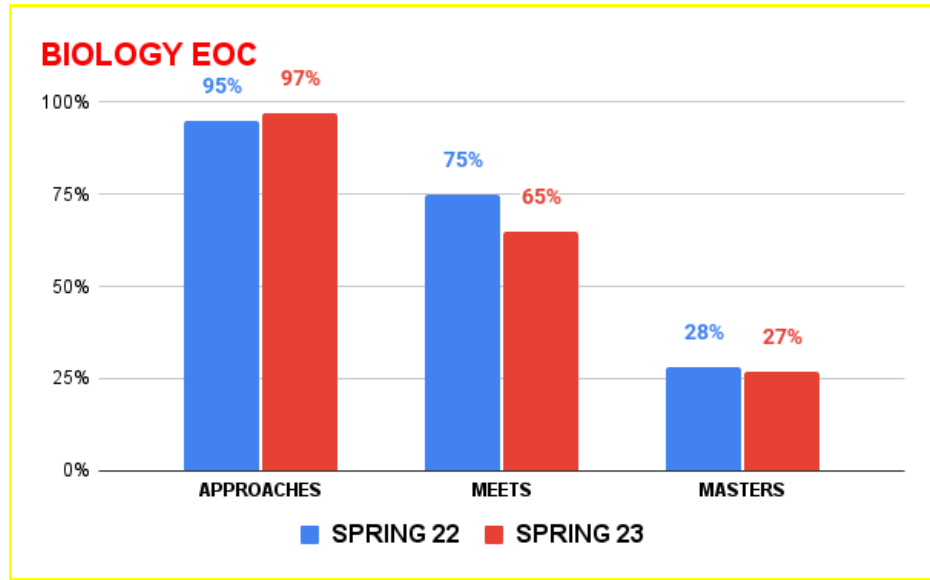
- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed above the state and region passing average

	Spring 2023 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Midlothian Heritage High School</b>	<b>417</b>	<b>34</b>	<b>4137</b>	<b>58.35%</b>	<b>89.45%</b>	<b>61.39%</b>	<b>29.50%</b>
Economic Disadvantage	119	30	3943	50.68%	80.67%	42.86%	15.97%
American Indian/Alaskan Native	2	36	4161	60.17%	100%	50%	50%
Asian	5	37	4229	63.39%	100%	80%	40%
Black/African American	50	31	3976	52.81%	80%	48%	26%
Hispanic	130	33	4090	56.18%	86.15%	56.92%	21.54%
Two or More Races	15	34	4180	58.19%	100%	46.67%	20%
White	215	36	4198	60.84%	92.56%	67.91%	35.35%
Currently Emergent Bilingual	10	31	3949	51.69%	90%	40%	10%
Fourth Year of Monitoring	4	41	4603	68.64%	100%	75%	50%
Second Year of Monitoring	1	44	4478	74.58%	100%	100%	100%
Special Ed Indicator	37	22	3623	37.98%	59.46%	13.51%	2.70%



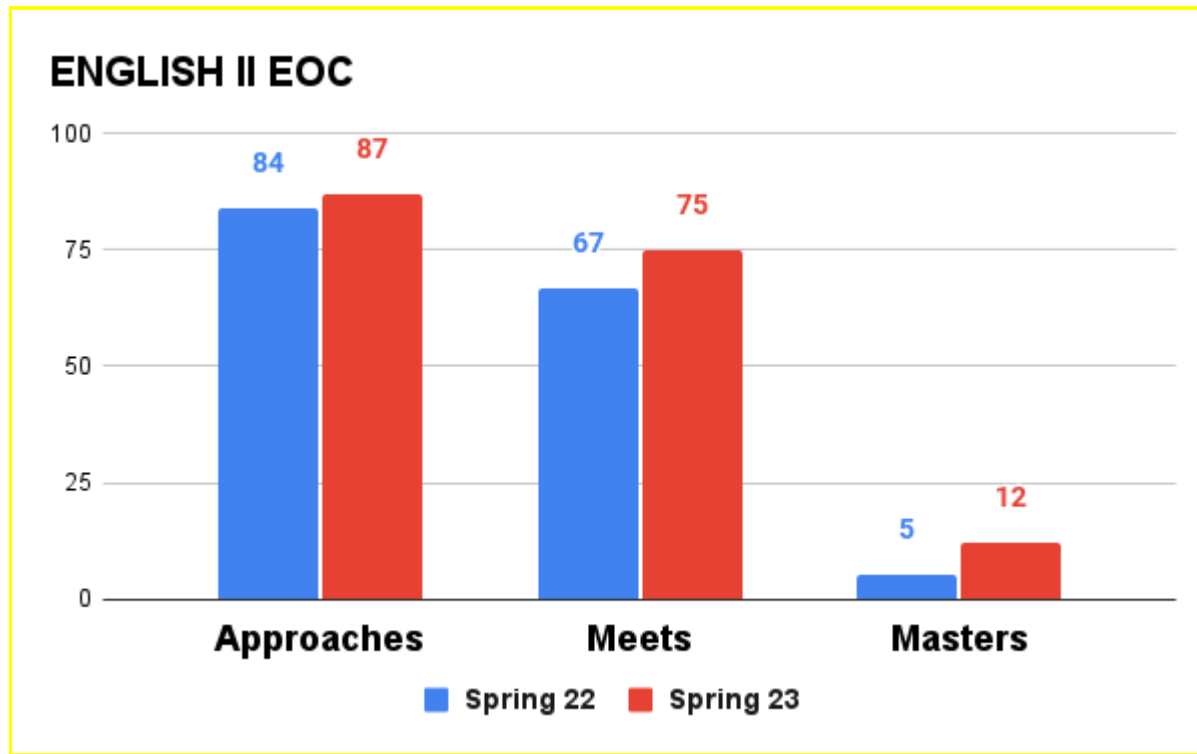
- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed at or above the state and region passing average
- Emerging Bilingual students have a higher passing percentage than the overall campus passing

	Spring 2023 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Midlothian Heritage High School</b>	<b>430</b>	<b>30</b>	<b>4256</b>	<b>57.29%</b>	<b>97.21%</b>	<b>65.58%</b>	<b>27.21%</b>
Economic Disadvantage	116	25	4004	46.58%	93.10%	40.52%	12.07%
American Indian/Alaskan Native	1	17	3684	32.08%	100%	0%	0%
Asian	4	32	4323	60.38%	100%	50%	25%
Black/African American	54	27	4100	51.12%	96.30%	55.56%	16.67%
Hispanic	132	28	4157	52.54%	96.97%	54.55%	15.15%
Two or More Races	21	34	4432	64.87%	100%	90.48%	38.10%
White	218	32	4339	61.03%	97.25%	72.94%	36.24%
Currently Emergent Bilingual	10	20	3778	36.79%	90%	10%	0%
Fourth Year of Monitoring	4	33	4474	62.74%	100%	50%	25%
Special Ed Indicator	41	20	3778	36.82%	82.93%	17.07%	2.44%



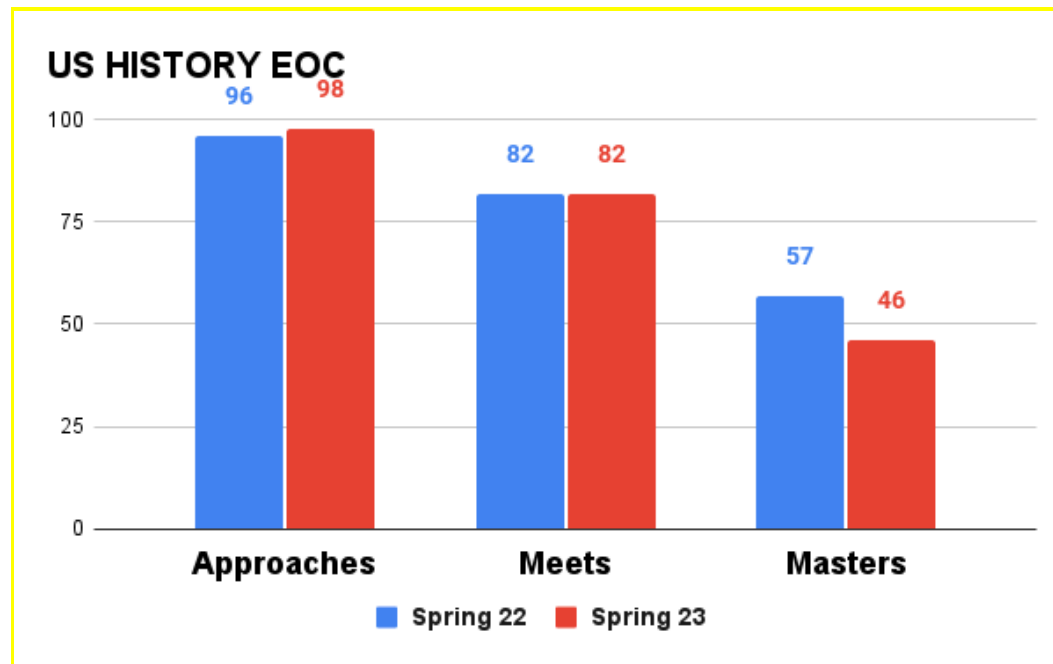
- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed at or above the state and region passing average

	Spring 2023 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Midlothian Heritage High School</b>	<b>380</b>	<b>43</b>	<b>4259</b>	<b>67.39%</b>	<b>88.95%</b>	<b>76.84%</b>	<b>12.11%</b>
Economic Disadvantage	91	36	4036	56.49%	74.73%	54.95%	2.20%
Asian	8	41	4176	64.45%	87.50%	75%	0%
Black/African American	43	39	4111	61.16%	86.05%	67.44%	0%
Hispanic	87	40	4156	62.48%	81.61%	65.52%	8.05%
Two or More Races	20	43	4245	66.72%	85%	75%	10%
White	222	45	4333	70.69%	92.79%	83.33%	16.67%
Currently Emergent Bilingual	9	31	3859	48.61%	66.67%	33.33%	0%
Special Ed Indicator	32	27	3748	42.33%	40.62%	31.25%	0%



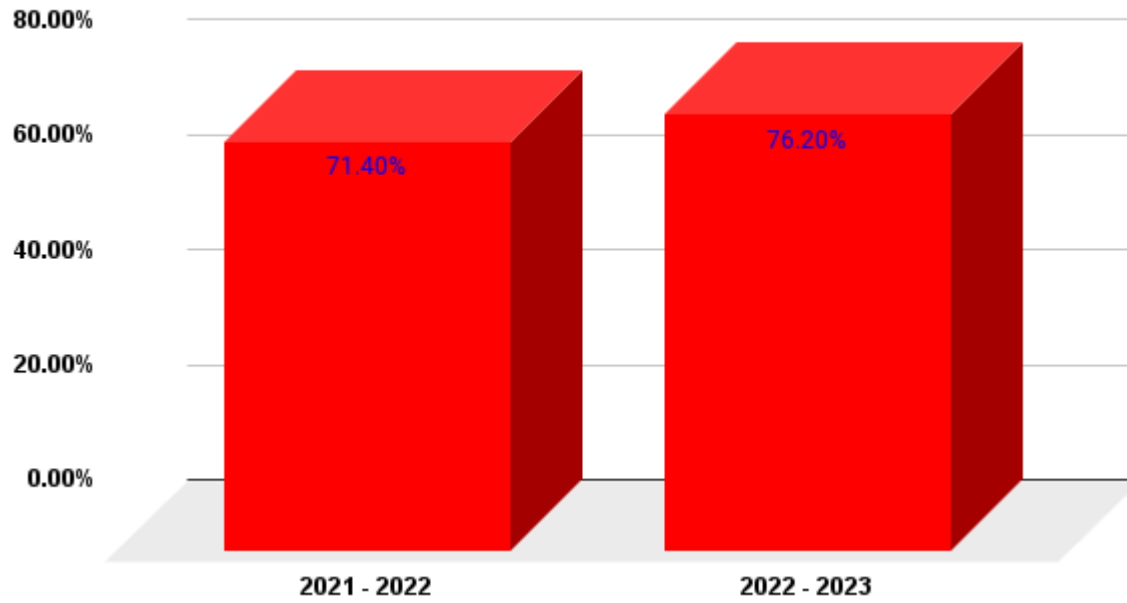
- Most student groups (exception of Asian) increased in passing percentage from 21 -22

	Spring 2023 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<b>Midlothian Heritage High School</b>	<b>321</b>	<b>48</b>	<b>4386</b>	<b>61.43%</b>	<b>98.44%</b>	<b>82.87%</b>	<b>47.04%</b>
Economic Disadvantage	61	42	4183	53.80%	96.72%	68.85%	32.79%
American Indian/Alaskan Native	2	43	4212	55.13%	100%	100%	50%
Asian	5	56	4614	71.28%	100%	100%	100%
Black/African American	42	41	4160	52.53%	95.24%	61.90%	28.57%
Hispanic	76	47	4339	59.90%	98.68%	84.21%	42.11%
Two or More Races	22	49	4401	62.18%	100%	81.82%	40.91%
White	174	50	4455	63.95%	98.85%	86.78%	52.87%
Currently Emergent Bilingual	4	43	4201	54.49%	100%	75%	25%
Special Ed Indicator	26	29	3769	37.08%	80.77%	23.08%	0%



- Each student group increased in passing percentage from 21 -22
- Most student groups (exception of SPED) performed at or above the state and region passing average





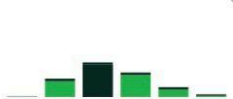



## COLLEGE, CAREER, OR MILITARY READY (CCMR)







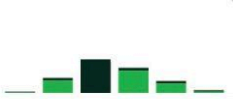



## Student Achievement

### SAT SPRING 2022

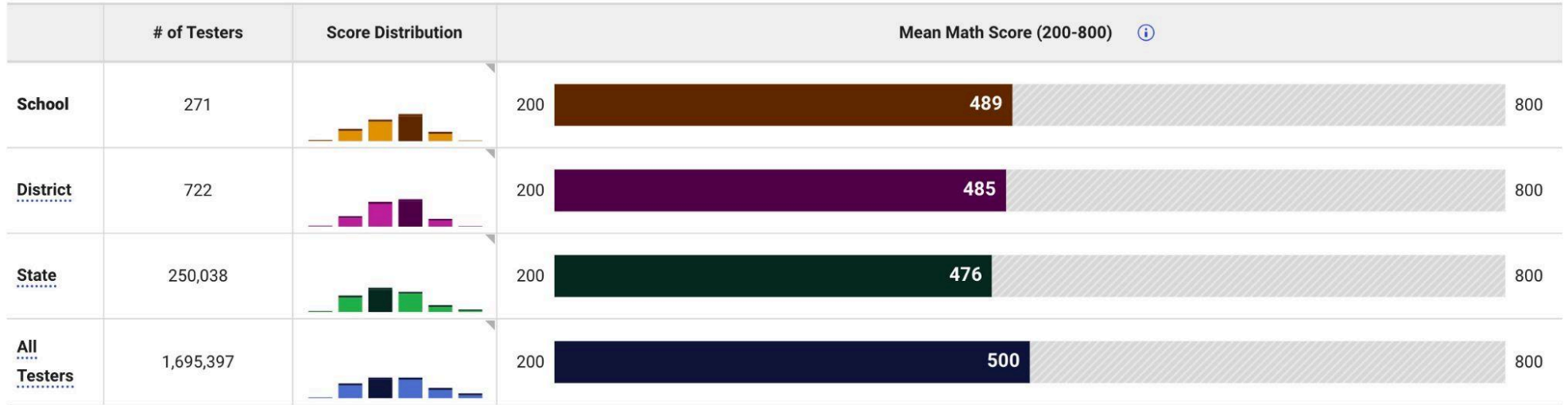
#### Total

	# of Testers	Score Distribution	Mean Total Score (400-1600) ⓘ
School	271		400  1600
District	722		400  1600
State	250,038		400  1600
All Testers	1,695,397		400  1600

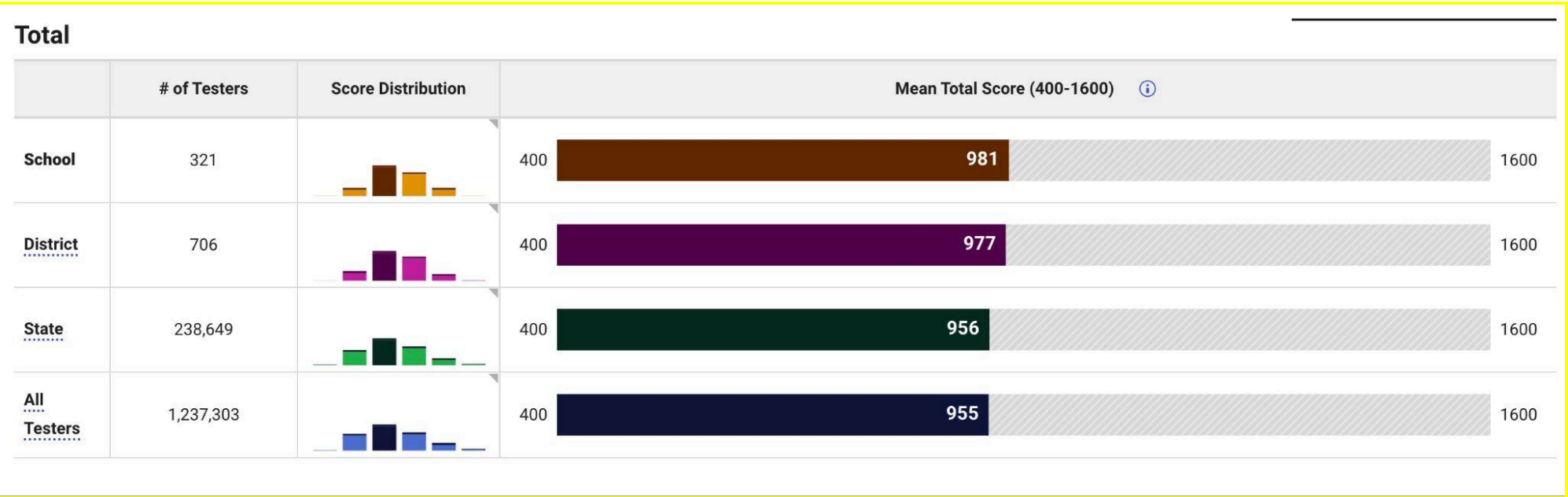
#### Reading and Writing

	# of Testers	Score Distribution	Mean Evidence-based Reading and Writing Score (200-800) ⓘ
School	271		200  800
District	722		200  800
State	250,038		200  800
All Testers	1,695,397		200  800

## Math



## SAT SCHOOL DAY MARCH - APRIL 2023



## Reading and Writing

	# of Testers	Score Distribution	Mean Evidence-based Reading and Writing Score (200-800) ⓘ
School	321		200 <b>497</b> 800
District	706		200 <b>494</b> 800
State	238,649		200 <b>486</b> 800
All Testers	1,237,303		200 <b>488</b> 800

## Math

	# of Testers	Score Distribution	Mean Math Score (200-800) ⓘ
School	321		200 <b>484</b> 800
District	706		200 <b>483</b> 800
State	238,649		200 <b>469</b> 800
All Testers	1,237,303		200 <b>467</b> 800

## Perceptions

**Mission:** Midlothian Heritage High School is a supportive and collaborative learning community that empowers servant leaders to embrace a tradition of excellence, innovation, integrity, diversity, and respect.

**Motto:** Expect Excellence From Ourselves and From Each Other Each Day

### Staff Capturing Kids' Hearts Survey Results

Culture and Climate (Teacher and Staff) - 92 Survey Response(s)		
Score	Baseline	Statement / Question
4.2	4.4	AVERAGE Score for Culture and Climate (Teacher and Staff) Survey Statements/Questions
4	4.4	Our campus leadership team demonstrates professional respect for campus staff.
3.6	4.2	Our campus leadership team seeks to help campus staff with things needed to do their jobs well.
3.4	4	The principal provides opportunities for campus staff to give input about campus decisions.
3.6	4.3	The principal encourages an atmosphere of collaboration amongst campus staff.
4.4	4.5	Fellow campus staff and I help each other be effective in our classes and/or across campus.
4.6	4.4	Campus staff treat each other with respect during personal interactions.
3.9	3.9	If conflicts arise between campus staff, they work together to resolve differences quickly.
4.2	4.2	Campus staff look for ways to build each other up instead of putting each other down.
3.6	4.1	Staff recognition is built into the campus culture.
4.1	4.2	I feel like I belong at this campus.
3.9	4.1	I would describe the culture on my campus as relational.
4.2	4.3	Generally, I feel comfortable on my campus.
4.2	4.3	I enjoy working at this campus.
4.7	4.7	Generally, I provide personal encouragement to our students.
4.6	4.7	If our students have a problem, they know I would be willing to help them.
4.6	4.6	Generally, I help our students feel hopeful about their future.
4.8	4.8	I believe having good relationships with our students is important for their success.
4.8	4.9	I think it is important for our students to have a positive learning experience.
4.3	4.4	When students are absent, I tell them that they were missed.

## Capturing Kids' Hearts Student Survey Results

Student Survey (Secondary) - 1061 Survey Response(s)

Score	Baseline	Statement / Question
2.9	3.7	AVERAGE Score for Student Survey (Secondary) Statements/Questions
3.6	4.5	My teachers greet me with a smile and positive tone as I enter class each day.
2.9	3.5	My teachers use activities to create connections and relationships with students.
3.1	3.5	I have one or more teachers who know more about me than my grades.
2.4	4	We start each class period sharing Good Things or celebrations.
2.5	4	My teachers and/or students ask follow-up questions about Good Things students have shared.
2.8	3.5	My teachers celebrate when students do something good.
2.8	3	Students have opportunities to affirm and/or celebrate each other.
3.3	3.8	My fellow students and teachers make it known to me that bullying isn't tolerated. My peers do not stand for bullying.
2.7	3.7	If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school.
3.5	4.2	My teachers care about me.
3.8	4.3	My teachers treat me with respect.
4.1	4.6	We have developed and posted classroom Social Contracts.
2.7	4	We refer to our classroom Social Contracts on a regular basis.
2.3	3.4	My teachers use Social Contract Raters and Affirmers to seek feedback.
1.9	3.4	We use hand signals (such as signals to bring the class to attention or to stop side-bar conversations) in our classrooms.
3.3	3.8	I know what happens and what the consequences are when I don't follow our classroom Social Contracts.
2.4	3.8	My teachers use our classroom Social Contracts to address misbehavior.
2.2	3.9	My teachers use our classroom Social Contracts to celebrate positive student behaviors.
2.5	3.2	Students help to lead and support Capturing Kids' Hearts Processes, such as greeting at the door, leading Good Things, following the Social Contract, and using Launches in the classroom.
2.6	3.1	When students don't follow our classroom Social Contracts, consequences are consistent.
2.1	3.6	My teachers and/or students dismiss class with a Launch or short motivational message.
2.7	3	I like going to school most days.
3.5	3.8	I like my teachers.
3.4	3.7	I have good relationships with my teachers.
2.8	3	Students treat each other respectfully.
3.6	3.6	My teachers encourage me to be the best student I can be.

## Capturing Kids' Hearts Family Survey Results

Family Survey - 268 Survey Response(s)

Score		Statement / Question
3	3.7	AVERAGE Score for Family Statements/Questions
3.4	4.5	I am greeted with a smile and a positive tone when I enter my student's school.
3.5	4	I feel welcome at my student's school.
2.4	3	My student's school asks for students to share Good Things each day.
3.4	3.7	My student's school celebrates Good Things that happen in the school community.
3.2	3.8	My student's school cares for my student.
3.6	4	My student's school communicates with me consistently.
3	3.8	If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
2.7	4	I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
2.3	4.1	I have heard about the use of Social Contracts in my student's classrooms or on campus.
3.2	3.8	My student's school asks for feedback and seeks opportunities to improve.
1.9	3	My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good Things, using the Social Contract, and finishing up class with Launches.
3.1	4	Communications from my student's school are often ended with a positive quote, challenge, or short motivational message.
3.1	3.2	My student likes going to school most days.
2.9	3.5	I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful.

## Processes & Programs

School Processes & Programs	
Summary	
<b>Curriculum, Instruction, and Assessment Programs:</b>	IXL, TRS, MAP
<b>Tests:</b>	MAP, EOC, ASVAB, PSAT 8/9, ACT, SAT
<b>District Resources:</b>	TRS, DIGS, Big Ideas, HMH Texas Into Literature, Newsela ELAR, Springboard, Real Life Financial Mathematics, Glencoe Precalculus, STATS Modeling the World, Texas Chemistry, McGraw Hill Physics, Principles and Problems, Earth and Space iScience, iCEV, Campbell Biology in Focus, Houghton Mifflin Harcourt World Geography and World History, Holt McDougal Economics,
<b>Program Support Services (Extracurricular Activities, After School programs etc.)</b>	Capturing Kids Hearts, YES programs, MISD Digital Citizenship, Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer Student Council, National Honor Society
School Processes & Programs Strengths	
<ul style="list-style-type: none"> <li>● Establishing District PLC Fridays to provide additional purposeful planning time.</li> <li>● Weekly PLCs held in all 5 End of Course Subjects</li> <li>● Campus Instructional Leadership Team to facilitate instructional leadership at the school.</li> <li>● Capturing Kids Hearts Process Champions Team established to drive the campus culture and climate.</li> </ul>	

## Priority 1: Student Success

<b>District Performance Objective 1.1</b>		All Students Exhibit Yearly Growth in Core Areas				
<b>Key Strategic Action(s)</b>		Increase the number of students who demonstrate workforce readiness				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
			<i>Review 1 - DEIC (Nov)</i>	<i>Review 2 - DEIC (March)</i>	<i>Review 3 - DEIC (May-June)</i>	
			<b>#1</b>	<b>#2</b>	<b>#3</b>	
Provide students with comprehensive guidance, support, and resources to explore a wide range of post-secondary pathways.	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	<ul style="list-style-type: none"> <li>By May of 2024, we will increase the percentage of students that graduate CCMR from 84% to 89%. This growth will be demonstrated through the TSI criteria, dual credit enrollment, AP test scores, and approved industry certification completion for the 2023-2024 school year.</li> </ul>	S			

<b>District Performance Objective 1.2</b>		All Students Exhibit Yearly Growth in Core Areas				
<b>Key Strategic Action(s)</b>		Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b> <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> <b>#1      #2      #3</b>			<b>Supported by State or Federal Funds</b>
Utilize data to drive instructional decisions in the classroom through the implementation of STAAR EOC tested content-area PLCs	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	<ul style="list-style-type: none"> <li>PLCs will meet at least once a week and on professional learning days to work together to analyze data, calibrate lessons and assignments using the TEKS, create common assessments, share differentiation strategies, and share resources</li> </ul>	C			
EOC tested content areas will increase the frequency of formative assessments to provide opportunities for early intervention	Principal, Associate Principals, Assistant Principals, District Content Coordinators, Teachers	<ul style="list-style-type: none"> <li>HHS will show 3% or more growth in meets grade level in all STAAR EOC and exceed state and district average in Meets Grade level in EOC tested content areas. <ul style="list-style-type: none"> <li>71% to at least 74% in ELAR I</li> <li>77% to at least 80% in ELAR II</li> <li>61% to 64% in Algebra I</li> <li>65% to 68% in Biology</li> <li>82% to 85% in US History</li> </ul> </li> </ul>	C			

<p>Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.</p>	<p>Teachers, iCoach, Administrative Staff, Curriculum Coordinators</p>	<p>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 15% from 2023 to 18%.</p> <p>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 16% from 2023 to 19%.</p>	<p>S</p>			
<p><b>District Performance Objective 1.3</b></p>		<p>Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching</p>				
<p><b>Key Strategic Action(s)</b></p>		<p>Enhance student learning through innovative instructional practices and tools.</p>				
<p><b>Strategies and Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Campus Performance Objective</b></p>	<p><b>Formative Reviews</b>  <i>Review 1 - DEIC (Nov)</i>  <i>Review 2 - DEIC (March)</i>  <i>Review 3 - DEIC (May-June)</i>  <b>#1      #2      #3</b></p>			<p><b>Supported by State or Federal Funds</b></p>
<p>Teachers will create TEK-aligned lesson plans, aligned to the district-approved curriculum, that will be reviewed weekly by Campus Administrators.</p> <p>Teachers will receive feedback from their assigned appraiser.</p>	<p>Campus administrators</p>	<p>70% of all teachers will score proficient or higher in Domain 1: Planning on their T-TESS summative.</p>	<p>C</p>			
<p>√ =Accomplished      C =Considerable      S =Some Progress      N =No Progress      X =Discontinue</p>						

## Priority 2: Capacity Building and Effective Leadership

<b>District Performance Objective 2.2</b>		Systematic Management of Individual Talent				
<b>Key Strategic Action(s)</b>		Establish systems of support and development opportunities for all staff aligned to their estimated potential				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
			<i>Review 1 - DEIC (Nov)</i> <b>#1</b>	<i>Review 2 - DEIC (March)</i> <b>#2</b>	<i>Review 3 - DEIC (May-June)</i> <b>#3</b>	
Develop and prepare current staff for future leadership roles on the campus, giving 25% of staff an opportunity to lead		Identify and develop leadership potential in campus teachers and staff and have at least 25 % of the identified teachers in leadership roles	S			
Staff members will be allowed to present and provide PD opportunities based on identified area of strength on campus professional development days		The number of professional staff leading professional development/PLC/Staff Meetings/Pink Days will increase with a target of 25%.	S			

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**Priority 3: Culture, Climate, and Safety**

<b>District Performance Objective</b> 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
<b>Key Strategic Action(s)</b>		Foster a culture of belonging among students and staff				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
			<i>Review 1 -DEIC (Nov)</i> #1	<i>Review 2 - DEIC (March)</i> #2	<i>Review 3 - DEIC (May-June)</i> #3	
Implement a campus-wide Staff and Student Recognition program.	Campus administrators, HHS Staff	<ul style="list-style-type: none"> <li>By the end of the current academic year (at least 3 times a semester), increase student and staff recognition on campus monthly</li> <li>The success of these initiatives will be measured by tracking participation rates, conducting surveys to gather feedback, and assessing its effectiveness</li> </ul>	C			
By providing multiple places for students to belong through arts, sports, clubs and other programs, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 94.7% to 95% for the 23-24 school year.	S			

<p>Use evidence-based curriculum to reduce violence and promote conflict resolution through training presented to students in grades 9-12, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).</p>	<p>Principal, Counselor</p>	<p>Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.</p>	<p>N</p>			
<p><b>District Performance Objective 3.2</b></p>		<p>Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement</p>				
<p><b>Key Strategic Action(s)</b></p>		<p>Provide opportunities for student engagement</p>				
<p><b>Strategies and Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Campus Performance Objective</b></p>	<p><b>Formative Reviews</b>  <i>Review 1 - DEIC (Nov)</i>  <i>Review 2 - DEIC (March)</i>  <i>Review 3 - DEIC (May-June)</i>  <b>#1      #2      #3</b></p>			<p><b>Supported by State or Federal Funds</b></p>
<p>Establish a Principal's Advisory Council to gather input regarding campus priorities and needs.</p>	<p>Principal</p>	<p>Increase student input and belonging by establishing a Principal Advisory Council with at least 2 meetings</p>	<p>N</p>			
<p>Establish a Student Council (student government) where students are able to select</p>	<p>Principal, Associate Principals, Assistant</p>		<p>N</p>			

representatives for each grade level	Principals , Student Council Sponsors					
<b>Key Strategic Action(s)</b>		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.	S			

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## Priority 4: District Operations/Financial Stewardship

<b>District Performance Objective 4.1</b>		<i>Systematic Long-range Facility Management</i>				
<b>Key Strategic Action(s) 4.1.a</b>		<i>Establish a maintenance cycle for the current facilities</i>				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b> Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) <b>#1      #2      #3</b>			<b>Supported by State or Federal Funds</b>
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks ( Zendesk, School Dude, Incident IQ).				
<b>Performance Objective 4.2</b>		<i>Effective and Efficient Cross Departmental Work Processes</i>				
<b>Key Strategic Action(s) 4.2.a</b>		<i>Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan</i>				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b> Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) <b>#1      #2      #3</b>			<b>Supported by State or Federal Funds</b>
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

Key Strategic Action(s) 4.2.b		Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
Key Strategic Action(s) 4.2.c		Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				

Performance Objective 4.3		Commitment to Financial Stewardship				
Key Strategic Action(s) 4.3a		Transparency of financial processes and decisions				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		Demonstrate financial stewardship to community				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3C		Build system capacity to ensure intentional financial solvency for maximization of district resources				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

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# State Compensatory Education Funds

## Budget for Heritage High School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Smith, Kristi	EB/ELAR Teacher	83%
Vacant	SPED ELAR/Inclusion	8.5%
Vacant	SPED Resource Math/Inclusion	17%
Smith, Darla	SPED ELAR Resource	17%
Martinez, Mark	SPED Resource Math/Coach	17%

## Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ketura Madison	Principal
Administrator	Amanda Brown	Associate Principal
Administrator	James Spradley	Associate Principal
Administrator	Kecia Wright	Assistant Principal
Administrator	Jeremy Dearborn	Assistant Principal
Classroom Teacher	Tammie Floyd	Teacher
Classroom Teacher	Carter McClung	Teacher
Classroom Teacher	Christina Gomez-Jimenez	Teacher
Classroom Teacher	Crystal Dennis	Teacher
Classroom Teacher	Valeria Wiebenga	Teacher
Classroom Teacher	Cliff Carbone	Teacher
Classroom Teacher	Zach Allen	Teacher
Classroom Teacher	Collin Stroner	Teacher
Classroom Teacher	Darla Smith	Teacher
Classroom Teacher	Tiffany Richey	Teacher
Parent	Deidre Norville	Parent
Parent	Mac Fleming III	Parent
District Level Professional	Tanisha Yusuf	District Administrator
Non-classroom Professional	Stacie Bailey	Counselor
Non-classroom Professional	Lori Cook	Transition Specialist