

The MILE

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

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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

The MILE / DAEP / LEAP CIP Disclaimer

The MILE is a CTE Center, not a recognized TEA campus. Since opening in 2019-2020, we have been supported and guided by the CTE Booster Club and CTE Advisory Board. Our goal is to complement both comprehensive campuses by supporting specific targets in their Campus Improvement Plans (CIP), while sharing and advancing opportunities unique to The MILE.

This year, we have created a CIP that aligns with the District Balanced Scorecard. Since we “borrow” students for our classes and programs from the high schools, we will not include some of the compliance pieces from a traditional CIP. However, we will include goals for the priorities established by the District in the Balanced Scorecard. This inaugural CIP will look different from future ones, as we will use this year to capture data to establish a baseline for future goals and improvement.

Demographics

CTE Classes	<i>Periods Offered</i>	<i>MHS Enrollment</i> 273	<i>MHHS Enrollment</i> 140	<i>Totals</i> 413 Students
<i>Culinary Arts (2 Teachers)</i>	TOTALS	45	24	69
- Culinary Arts (Double Blocked)	4 Periods	28	14	
- Practicum in Culinary Arts (Double Blocked)	1 Period	13	3	
- Food Science	1 Period	4	7	
<i>Cybersecurity (1 Teacher)</i>	TOTALS	27	20	47
- Internetworking Tech I	3 Periods	10	10	
- Internetworking Tech II	2 Periods	13	7	
- Capstone	1 Period	4	3	
<i>Engineering (1 Teacher)</i>	TOTALS	39	21	60
- AeroSpace	2 Periods	12	4	
- Civil	2 Periods	20	9	
- STEM Practicum (Double Blocked)	1 Period	7	8	
<i>Entrepreneurship (2 Teachers)*</i>	TOTALS	130	47	177
- Business English	2 Periods	27	8	
- Business Management	3 Periods	64	0	
- Entrepreneurship I	3 Periods*	31	34	

- Entrepreneurship II - Practicum (Double Blocked)	2 Periods* 1 Period	3 5	4 1	
Video Game Design (1 Teacher) - Video Game Design - Video Game Programming - Adv Video Game Programming	TOTALS 2 Periods 1 Period 1 Period	32 20 8 4	28 22 4 2	60

*Entrepreneurship I and II Stacked

*Entrepreneurship Teacher (Business Eng - 1 Period, Ent I - 3 Periods, Ent II - 2 Periods, Practicum - 1 Period (Double Blocked)) & MHS Teacher (Business Eng - 1 Period, Business Management - 3 Periods)

The MILE	Period MHS+HHS=Total	Entrepreneurship - Pratt	Engineering - Herrod	Cybersecurity w/o Foundations - Pettijohn	Culinary Arts - Shepard	Culinary Arts - Morin	Video Game Design - Hall	Business - Rodgers (MHS Only)
8:30 - 9:23	1st 37+16=53	Business English 8306 (13+8=21)	Civil Engineering and Arch PLTW 9425 (13+4=17)	Internetworking Tech I 9016 (4+2=6)	Culinary Arts 8804 (5+1=6)	Culinary Arts 8804 (2+1=3)	MHS	MHS
9:34 - 10:23	2nd 61+27=88	Entrepreneurship I 9301 (10+13=23) Entrepreneurship II 9302 (2+2=4)	Practicum in STEM 9416 (7+8=15)	Internetworking Tech I 9016 (4+2=6)			MHS - Foundations 9041	Business Management 8311 (31)
10:34 - 11:23	3rd 54+38=92	Entrepreneurship I 9301 (8+13=21) Entrepreneurship II 9302 (1+2=3)		Internetworking Tech I 9016 (2+4=6)	Practicum 8806 (13+3=16)	Shopping	Video Game Design 8152 (9+8=17)	Business English 8306 (14)
11:25 - 12:05	Lunch							
12:05 - 1:00	4th 65+30=95	Entrepreneurship I 9301 (13+8=21)	Civil Engineering and Arch PLTW 9425 (7+5=12)	Internetworking Tech II 9017 (7+4=11)	Bistro Open	Culinary Arts 8804 (10+6=16)	Video Game Programming 8153 (8+4=12)	Business Management 8311 (7)
1:14 - 2:10	5th 65+21=86	Practicum 8312 (5+1=6)	Aerospace Engineering PLTW 9423 (5+4=9)	Capstone 9042 (4+2+1=7)			Culinary Arts 8804 (11+6=17)	Food Science 8815 (4+7=11)
*2:26 - 3:12	6th 44+31=75		Aerospace Engineering PLTW 9423 (7)	Internetworking II 9017 (6+3=9)	Video Game Design 8152 (11+14=25)	MHS		
3:20 - 4:15	7th	Conference	Conference	Conference	Conference	Conference	Conference	Conference

CTE Enrollment	<i>Total Students</i>	<i>Percentage</i>
<i>Campus</i>	413	100%
<i>9th Grade</i>	1	<1%
<i>10th Grade</i>	98	24%
<i>11th Grade</i>	160	39%
<i>12th Grade</i>	154	37%

LEAP (Current as of 9/17)	<i>MHS Enrollment</i>	<i>MHHS Enrollment</i>	<i>Totals</i>
<i>Enrollment</i>	24	19	43
<i>Pending Review / Orientation</i>	2	0	2
<i>Graduates</i>	1		1

LEAP Demographics	<i>Total Students</i>	<i>Percentage</i>
<i>Campus</i>	43	100%
<i>African American</i>	8	18.6%
<i>Hispanic</i>	11	25.6%
<i>White</i>	23	53.5%
<i>American Indian</i>	0	
<i>Asian</i>	0	
<i>Pacific Islander</i>	0	
<i>Two or More Races</i>	1	<1%
<i>Special Education (Current)</i>	7	16.2%%
<i>Dyslexia</i>	4	9.3%
<i>Section 504</i>	10	23.3%

<i>Economically Disadvantaged</i>	22	51.2%%
<i>EB / EL (Current & Monitored)</i>	2	4.7%
<i>9th Grade</i>	2	4.7%
<i>10th Grade</i>	4	9.3%
<i>11th Grade</i>	22	51.2%
<i>12th Grade</i>	15	34.9%

DAEP 2022 - 2023, 152 Students

DAEP	<i>MHS</i>	<i>MHHS</i>	<i>DMS</i>	<i>FSMS</i>	<i>WGMS</i>	<i>Totals</i>
<i>Enrollment (22-23)</i>	57	31	21	17	7	133
<i>Enrollment (Current 9/17/23)</i>	14	3	1	3	0	21
<i>Return to Campus</i>	1	3	2 (to MHS)	2	0	7
TOTALS	15	5	3	5	0	28

DAEP Demographics	Total Students 22-23	Percentage 22-23	Total Students 23-24	Percentage 23-24
<i>Campus</i>	152	100%	28	100%
<i>Male</i>		70%		
<i>Female</i>		30%		
<i>African American</i>	23	15%	7	25%
<i>Hispanic</i>	46	30%	7	25%
<i>White</i>	71	47%	12	42%
<i>American Indian</i>			0	

<i>Asian</i>			0	
<i>Pacific Islander</i>			0	
<i>Two or More Races</i>	12	8%	2	7%
<i>Dyslexia</i>			3	10.7%
<i>Section 504</i>		18%	1	3.6%
<i>Special Education (Current)</i>		23.3%	14	50%
<i>Economically Disadvantaged</i>			13	46.4%
<i>EB / EL (Current & Monitored)</i>			4	14.3%
<i>6th Grade</i>			0	
<i>7th Grade</i>			4	14%
<i>8th Grade</i>			3	11%
<i>9th Grade</i>			4	14%
<i>10th Grade</i>			8	29%
<i>11th Grade</i>			4	14%
<i>12th Grade</i>			5	18%

Teacher Demographics:

Teacher Ethnicity: (percents and number of teachers)

- *White:* 10 - 81.8%

- *Hispanic: 1 - 10%*
- *Black or African American: 1 - 11.1%*

Teacher by Gender: (percents and number of teachers)

- *Female: 5 - 45%*
- *Male: 6 - 55%*

Teachers by Years of Experience: (percents and number of teachers)

- *Beginning Teachers:*
- *1-5 Years: 2 - 18.%*
- *6-10 Years: 3 - 27%*
- *11-20 Years: 4 - 36%*
- *21-30 Years: 2 - 18%*
- *Over 30 Years:*

Demographics Strength

We are currently serving approximately 19% of the juniors and seniors at Midlothian and Heritage High Schools in the 5 CTE pathways offered at the MILE.

We have 43 LEAP students who are on an alternate pathway to graduation.

Student Achievement

2022-2023 Data

IBCs

ESB Entrepreneurship and Small Business - 27

Food Protection Manager Certification - 3

LEAP

81 Students

45 Graduates, 56%

Perceptions

Mission: Through innovative learning experiences, students are empowered with knowledge and skills fostering adaptability and innovation for the careers of the future.

Vision: Shaping leaders today for tomorrow's opportunities.

We love well. We serve well. We teach the TEKS.

- We treat children fairly.
- We are present and positive.
- We are prepared to deliver quality instruction each day, to support student academic development, and prepare them well.

Staff Retention, 50%

<i>Staff List</i>	<i>22-23</i>	<i>23-24</i>	
<i>Principal</i>	<i>Kris Vernon</i>	<i>Shannon Blake</i>	
<i>Secretary</i>	<i>Dee Dee Guest</i>		<i>*EOY hire</i>
<i>LVN / Attendance</i>	<i>Karlee Ramsey</i>		<i>*mid-year hire</i>
<i>Entrepreneurship</i>	<i>Demi Pratt</i>		
<i>Culinary Arts</i>	<i>Wendy Shepard</i>		
<i>Culinary Arts / Food Science</i>	<i>Hannah Morin</i>		
<i>Cybersecurity</i>	<i>Nathan Pettijohn</i>		
<i>Video Game Design</i>	<i>Patrick Hall</i>		
<i>Engineering</i>	<i>Marcus Huff</i>	<i>James Herrod</i>	<i>Resigned EOY 22-23</i>
<i>Business Management</i>		<i>Ryan Rodgers</i>	
<i>DAEP / LEAP</i>	<i>Carvin Thompson</i>		

<i>DAEP / LEAP</i>	<i>Darren Vercruysse</i>		
<i>DAEP / LEAP</i>	<i>Emilie Brockles</i>		<i>*mid-year hire</i>
<i>DAEP / LEAP</i>	<i>Jennifer Watson</i>	<i>Kristen Shelton - Alt Ed Admin, Teacher, Special Programs</i>	<i>Resigned EOY 22-23</i>
<i>Assistant Principal</i>	<i>Kristen Shelton</i>		<i>*mid-year hire (sub)</i>
<i>DAEP / LEAP Para</i>	<i>Wendy Mendieta</i>		<i>*mid-year transfer from JAV</i>
<i>Safety Officer</i>	<i>Chuckie Officer</i>		

Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Culinary Arts, Entrepreneurship, Aerospace and Civil Engineering, Cybersecurity, Video Game Design, Business Management (MHS) Edgenuity
Tests:	<p>Industry-Based Certifications (IBCs)</p> <p>40 Aerospace Manufacturing Certification - National Science Foundation's Center for Aerospace Technical Education (1020)</p> <p>512 Entrepreneurship and Small Business - Certiport (250)</p> <p>993 Food Protection Manager Certification - American National Standards Institute (700)</p> <p>490 CompTIA Network+ CompTIA (790)</p> <p>500 CompTIA Security+ CompTIA (790)</p> <p>481 CompTIA IT Fundamentals+ CompTIA (790)</p> <p>996 Google IT Support Professional Certificate Google (860)</p> <p>1028 Pre-Engineering/Engineering Technology - Job Ready NOCTI (440)</p> <p>816 Certified Professional Programmer Unity (1210)</p>
Program Support Services (Extracurricular Activities, After School programs etc.)	eSports, CyberPatriot Camp, DECA
School Processes & Programs Strengths	
<p>Our students have various opportunities to explore their interests and take industry-based certifications to prepare them to be job-ready. Edgenuity allows students to accelerate their progress towards a highschool diploma.</p>	

Priority 1: Student Success

District Performance Objective 1.1		Multiple Pathways for All Students to Belong				
Key Strategic Action(s)		1.1a - Career & Technical Education - Increase the number of students who demonstrate workforce readiness.				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 - DEIC (Nov) #1	Review 2 - DEIC (March) #2	Review 3 - DEIC (May-June) #3	
Each pathway will be expected to offer an IBC to their students. Complete tutoring modules, as available, for the IBCs.	Teachers / Admin	Increase our Industry-Based Certifications from 30 to at least 200.	No Data Yet			
Culinary Arts is exploring the possibility of joining Skills USA this year, so their students can compete with other culinary students. Build awareness of DECA by adding flyers to high school newsletters and hanging flyers on campuses. Post to FB and attach to the MILE Website.	Shepard / Morin Pratt	1st Annual participation in Skills USA - Create Baseline of participants and accolades. Maintain a DECA enrollment of approximately 40 students. At least 10 students will participate in DECA competitions.	No Data Yet			
Implement Capturing Kids' Hearts principles into our daily routines (good things, launches).	Staff	Establish baseline on student Capturing Kids' Hearts survey - Overall Score Expected 4.0 Expected scores at or above Capturing Kids' Hearts baseline. - I have one or more teachers who know more about me than my grades. (4) - My teachers ask me questions about things I like (family, friends,	No Data Yet			

		<ul style="list-style-type: none"> activities, sports). (3.7) - My teachers celebrate when students do something good. (3.6) - I like going to school most days. - I like my teachers. (3.8) - I have a good relationship with my teachers. (3.8) 				
District Performance Objective 1.1		Multiple Pathways for All Students to Belong				
Key Strategic Action(s)		<i>1.1c - Scholastic Experiences - Provide opportunities for all students to maximize their potential through rigorous learning and challenging experiences</i>				
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					
<p>Assign all 26 credit LEAP students College Bridge Math / English.</p> <p>Encourage participation / enrollment in practicum / capstone courses</p>	<p>Rigsby Vercruysse</p> <p>CTE Teachers</p>	<p>Establish a base-line measure for College, Career, and Military Ready (CCMR)</p> <p>At least 50% of students will complete College Bridge Completion (Business English & LEAP Students)</p> <p>44 students will complete a CTE Pathway at the MILE (100%)</p> <p>Students will continue their pathways from the 23-24 school year to the 24-25 school year.</p> <p>Entrepreneurship 1 to 2 - 65 to 12 - 18%</p> <p>Culinary Arts to Practicum - 42 to 21 - 50%</p> <p>IT 1 to IT 2 - 20 to 17 - 85%</p> <p>Engineering to STEM - 45 to 22 - 49%</p> <p>VGD to Programming - 44 to 18 - 41%</p>	Some			

Sponsor eSports Club Sponsor CyberPatriot Club Start Culinary Competition - SkillsUSA Sponsor DECA Club	Hall Pettijohn Shepard / Morin	eSports - 6 (22-23), 15 (23-24) CyberPatriot - 8 (22-23), 15 (23-24) Skills USA DECA Establish baseline for participation in extracurricular scholastic events				
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District Performance Objective 1.3	Multiple Pathways for All Students to Belong
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Key Strategic Action(s)	<i>1.3a - Provide high-quality professional development aligned to student / teacher needs.</i>
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Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 -DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	

- T-TESS Walk-Throughs / Observations - Participation in Relevant Professional Learning - Lesson Plan Design - Specific feedback for improvement	Blake Vernon	60% of teachers will earn an accomplished rating in at least two Domain 4 dimensions in the T-TESS evaluation system. 2022-2023 Data indicates 50% of the teachers earned a rating of accomplished in at least 2 Domain 4 dimensions last year.	Some			
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District Performance Objective 1.3	Multiple Pathways for All Students to Belong
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Key Strategic Action(s)	<i>1.3b - Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught, and assessed) in all courses.</i>
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Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 -DEIC (Nov)</i>			Supported by State or
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			Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Federal Funds
			#1	#2	#3	
- T-TESS Walk-Throughs / Observations - Learning Walks	Blake	50% of teachers will earn an accomplished level or higher for at least 2 Dimensions in Domain 1 in the T-TESS evaluation system. 37.5% of teachers met this goal last year.	Some			
District Performance Objective 1.3		Multiple Pathways for All Students to Belong				
Key Strategic Action(s)		<i>1.3c - Enhance student learning through innovative instructional practices and tools</i>				
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	
- TTESS Walk-Throughs / Observations - Lesson Plan Design	Blake	75% of teachers will earn at least 30 points in Domains 2 and 3 on their EOY summatives. For the 22-23 school year, the average teacher score for Domains 2 and 3 was a 28. The range was 26 - 32.	Some			

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1 & 2.2		Recruit and Retain High-Potential Talent				
Key Strategic Action(s)		<p>2.1 a Develop and deliver competitive benefit programs that attract and retain high-quality talent and enhance overall employee well-being</p> <p>2.2b Develop and implement a talent pipeline that retains and incentivizes the highest quality staff to ensure student success.</p>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)	#1	#2	
<p>Model Capturing Kids' Hearts Strategies in Staff Meetings and through Communication</p> <p>Give affirmations at least once a 6 weeks.</p> <p>Establish a system for peer affirmations and celebrations.</p> <p>Bus Buddies</p>	<p>Blake Thompson</p> <p>Pratt Rodgers</p> <p>Staff</p>	<p>Increase staff retention (from 50% to 75%)</p> <p>Establish base-line data for staff satisfaction based on the EOY District Survey.</p> <p>Establish a base-line for staff satisfaction on the Capturing Kids' Hearts Staff Survey. We expect to be rated at or above the Capturing Kids' Hearts baseline.</p>	No Data Yet			

District Performance Objective 2.2		Recruit and Retain High-Potential Talent				
Key Strategic Action(s)		2.2c Establish systems of support and development opportunities for all staff aligned to their estimated potential				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			<i>Review 1 - DEIC (Nov)</i>	<i>Review 2 - DEIC (March)</i>	<i>Review 3 - DEIC (May-June)</i>	
			#1	#2	#3	
Identify needs of teachers through walk-throughs and evaluations and match professional learning to their needs.	Blake Vernon	Establish a baseline for staff satisfaction with professional development being aligned to their own perceived needs.	No Data Yet			

√ =Accomplished
C =Considerable
S =Some Progress
N =No Progress
X =Discontinue

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1		<i>Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being</i>				
Key Strategic Action(s)		3.1a Establish and evaluate systems of support to ensure school safety				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			#1	#2	#3	
<p>Check the state-mandated drills list each month and put the date on the calendar.</p> <p>Record compliance in Raptor.</p>	Blake	Maintain 100% compliance with completion of state-mandated emergency drills including safety procedure training forms.	Accomplished			
District Performance Objective 3.1		<i>Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being</i>				
Key Strategic Action(s)		3.1b Provide resources and services to support student and staff mental health.				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			#1	#2	#3	
<p>Provide students and their families information about REACH council upon LEAP orientation.</p>	<p>Blake</p> <p>Rigsby</p> <p>Peach</p> <p>Houchin</p> <p>Shelby</p>	Increase the number of REACH participation for LEAP students (currently 0)	No Data Yet			

<p>Provide students and their families with Mentors Care information upon LEAP Orientation.</p> <p>Monitor the number of students receiving weekend food bags - Food for Kids - First Methodist Church Midlothian</p>		<p>Increase the number of Mentors Care participation for LEAP students (BOY 23-24, 11 Total)</p> <p>We currently have 7 students receiving weekend food bags.</p>				
<p>District Performance Objective 3.1</p>		<p><i>Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being</i></p>				
<p>Key Strategic Action(s)</p>		<p><i>3.1c Foster a culture of belonging among students and staff</i></p>				
<p>Strategies and Action Steps</p>	<p>Person(s) Responsible</p>	<p>Campus Performance Objective</p>	<p>Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)</p> <p>#1 #2 #3</p>			<p>Supported by State or Federal Funds</p>
<p>Partner with the CTE board to express needs for mentors</p>	<p>CTE Staff</p>	<p>Increase the number of CTE mentors (22-23, ~15)</p>	<p>No Data Yet</p>			
<p>Monitor progress weekly. Host Parent / Student / Teacher Meetings. Weekly Student Check-Ins Celebrations Visual Display of Progress</p>	<p>Rigsby LEAP Staff Blake</p>	<p>Increase graduation rates for LEAP students (from 56% to 75%)</p>	<p>Considerable</p>			
<p>Implement Capturing Kids' Hearts principles into our daily routines (good things, launches).</p>	<p>Staff</p>	<p>Establish baseline on student Capturing Kids' Hearts survey - Overall Score Expected 4.0</p> <p>Expected scores at or above Capturing Kids' Hearts baseline.</p> <p>- I have one or more teachers who</p>	<p>No Data Yet</p>			

		<p>know more about me than my grades. (4)</p> <ul style="list-style-type: none"> - My teachers ask me questions about things I like (family, friends, activities, sports). (3.7) - My teachers celebrate when students do something good. (3.6) - I like going to school most days. (3.8) - I like my teachers. (3.8) - I have a good relationship with my teachers. (3.8) 				
District Performance Objective 3.2		<i>Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being</i>				
Key Strategic Action(s)		3.2b Provide opportunities for staff engagement				
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			
<p>Provide staff opportunities to participate in campus-level decisions.</p> <p>Provide opportunities for staff to give feedback.</p>	Blake	<p>Establish a baseline of staff satisfaction based on the district EOY survey.</p> <p>Staff Capturing Kids' Hearts Survey - Expect to be at Baseline (4.3)</p> <ul style="list-style-type: none"> - Our principal provides opportunities for campus staff to give input about campus decisions. 	No Data Yet			
District Performance Objective 3.2		<i>Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being</i>				
Key Strategic Action(s)		3.2c - Provide opportunities for parent and community engagement				

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1	#2	#3	
Participate in community events such as Heritage Days Maintain a partnership with the CTE board. Send MILE / LEAP / DAEP Survey.	CTE Staff Blake	Establish a baseline for community, business, industry, and higher ed partnerships Establish a baseline for parent satisfaction of the MILE / LEAP / DAEP through Capturing Kids' Hearts and District EOY survey.	No Data Yet			

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 C =Considerable
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 N =No Progress
 X =Discontinue

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		Systematic Long-range Facility Management				
Key Strategic Action(s) 4.1.a		Establish a maintenance cycle for the current facilities				
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
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).				
Performance Objective 4.2		Effective and Efficient Cross Departmental Work Processes				
Key Strategic Action(s) 4.2.a		Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan				
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
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		<i>Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students</i>				
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		<i>Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals</i>				
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) #1 #2 #3			Supported by State or Federal Funds
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) #1 #2 #3			Supported by State or Federal Funds
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) #1 #2 #3			Supported by State or Federal Funds
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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