

# **MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**

## **District 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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**DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2023-2024**

LAST NAME	FIRST NAME	POSITION	LAST NAME	FIRST NAME	POSITION	LAST NAME	FIRST NAME	POSITION
Adkins	Elizabeth	Counseling Representative	Henderson	Shareesa	Classroom Teacher	Smith	Darla	Classroom Teacher
Allen	Zachary	Classroom Teacher	Hereid	Ashley	Classroom Teacher	Sullivan	Dawn	Classroom Teacher
Allen	Keelee	Parent	Jett	Emily	Administrator	Sweeny	Kristen	Classroom Teacher
Autry	Mendy	Administrator	Johnson	Dr. Phil	Business Representative	Thomas	Holly	Administrator
Bagby	Melonie	Classroom Teacher	Johnson	Courtney	Classroom Teacher	Thompson	Shannon	Administrator
Baird	Brent	Classroom Teacher	Kelly	Joseph	Non-Classroom Professional	Vaughn	David	Classroom Teacher

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Blake	Shannon	Non-Classroom Professional	Kennedy	Mkale	Classroom Teacher	Vernon	Kristopher	Administrator
Blaylock	Shelle	Administrator	Kinateder	Kyle	Business Representative	Waddill	Jean	Classroom Teacher
Borden	Ray	Administrator	Kinateder	Nichole	Business Representative	Wadsworth	Mischa	Classroom Teacher
Brezeale	Sheri	Parent	Krsnak	Becki	Administrator	Walts	Nancy	Classroom Teacher
Bundrick	Sandy	Administrator	Meister	Michelle	Classroom Teacher	Wendell	Kara	Non-Classroom Professional
Burke	Candace	Non-Classroom Professional	Mitchell	Adrienne	Classroom Teacher	Williams	Aaron	Administrator
Chase	Terrance	Community Member	Mitchell	Stacy	Classroom Teacher	Williams	Josephfer	Administrator
Colon	Vanessa	Administrator	Mooney	Karen	Classroom Teacher	Williams	Renee	Specialized Lng Rep
Corbin	Christi	Classroom Teacher	Morris	Sarah	Specialized Lng Rep	Wright	Kecia	Non-Classroom Professional
Crawford	Tracy	Classroom Teacher	Parker	Ethan	Classroom Teacher			
Cunningham	Alisha	Non-Classroom Professional	Pearson	Megan	Non-Classroom Professional			
Dearing	Caty	Non-Classroom Professional	Perry	Monica	Classroom Teacher			
Demar	Debbie	Classroom Teacher	Peterman	Tiffany	Non-Classroom Professional			
Dyer	Kelsey	Classroom Teacher	Pollard	Jonathon	Non-Classroom Professional			
Escobar	Brianna	Non-Classroom Professional	Pratt	Demi	Classroom Teacher			
Flores	Brittany	Classroom Teacher	Ray	Stephanie	Classroom Teacher			
Fontenot	David	Non-Classroom Professional	Reynolds	Amberly	Classroom Teacher			

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Golden	Sabra	Administrator	Rogers	Emily	Counseling Representative			
Hall	Diana	Classroom Teacher	Rollins	Megan	Classroom Teacher			
Handlin	Cassie	Classroom Teacher	Shelton	Christy	Non-Classroom Professional			

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**Comprehensive Needs Assessment Summary  
Data Used for District Comprehensive Needs Assessment**

504 Data	Demographic Data	Circle	Prior Year Data	TAPR (Texas Academic Performance Report)
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 (Advanced Placement)	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	CKH 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**

**Student Demographics** *The Demographics of Midlothian Independent School District are:*

**Student Data: (as of Monday, October 9, 2023 or most recent TAPR (Texas Academic Performance Report))**

### **Grade Level Breakdown:**

- *Early Childhood Students: 90*
- *Pre-Kindergarten Students: 193*
- *Kindergarten Students: 716*
- *First Grade Students: 746*
- *Second Grade Students: 745*
- *Third Grade Students: 754*
- *Fourth Grade Students: 825*
- *Fifth Grade Students: 826*
- *Sixth Grade Students: 827*
- *Seventh Grade Students: 889*
- *Eighth Grade Students: 894*
- *Ninth Grade Students: 989*
- *Tenth Grade Students: 901*
- *Eleventh Grade Students: 812*
- *Twelfth Grade Students: 783*

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

- *American Indian or Alaskan Native: 0.4% (43 students)*
- *Asian: 1% (111 students)*
- *Black or African American: 13% (1,391 students)*
- *White: 57% (6,277 students)*
- *Hispanic/Latino: 24% (2,603 students)*
- *2 or More Races: 5% (559 students)*

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

- *Female: 48% (5,295 students)*
- *Male: 52% (5,695 students)*

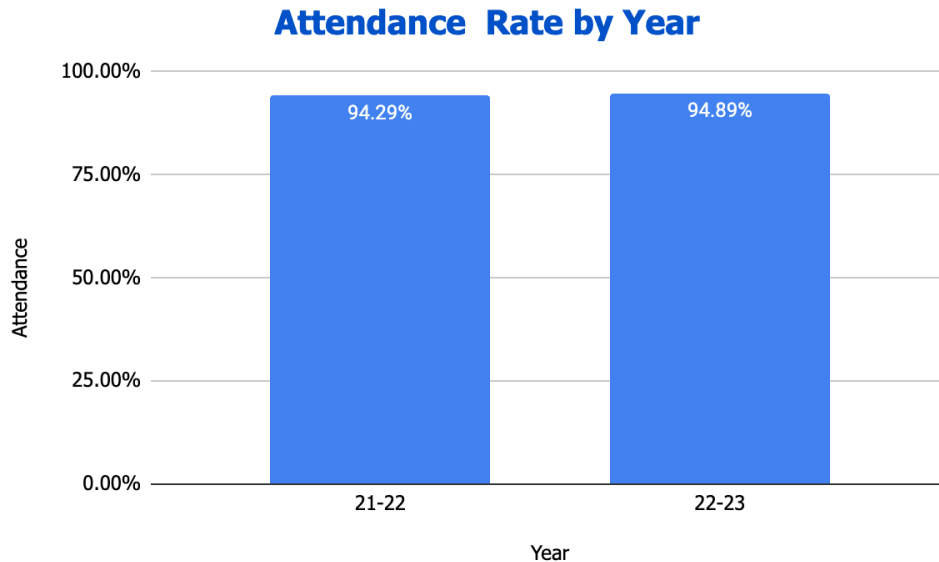
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### Special Populations: (percents and number of students)

- Gifted and Talented: 6% (613 students)
- English Language Learner: 5% (526 students)
- Economically Disadvantaged: 30% (3,269 students) \*
- Special Education: 14% (1,576 students)
- At Risk: 41% (4,552 students)
- 504 Services: 11% (1,207 students)

\* Students are identified as economically disadvantaged based on an application for free or reduced meals that is approved by the district snapshot day. Campus Title I eligibility is determined when the percentage of economically disadvantaged students at a campus is greater than or equal to the district poverty level and meets the minimum of 40% for a school wide program and 35% for a targeted assistance program (with additional consideration given to other eligibility criteria as applicable).

### Student Attendance Rate:



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**Teacher Demographics:**

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

- *White: 87.2% (544)*
- *Hispanic: 8.3% (52)*
- *Black or African American: 3.3% (20)*

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

- *Female: 77.8% (486)*
- *Male: 22.2% (139)*

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

- *Beginning Teachers: 3.3% (21)*
- *1-5 Years: 18.9% (118)*
- *6-10 Years: 25.4% (159)*
- *11-20 Years: 33.9% (212)*
- *21-30 Years: 15.2% (95)*
- *Over 30 Years: 3.4% (21)*

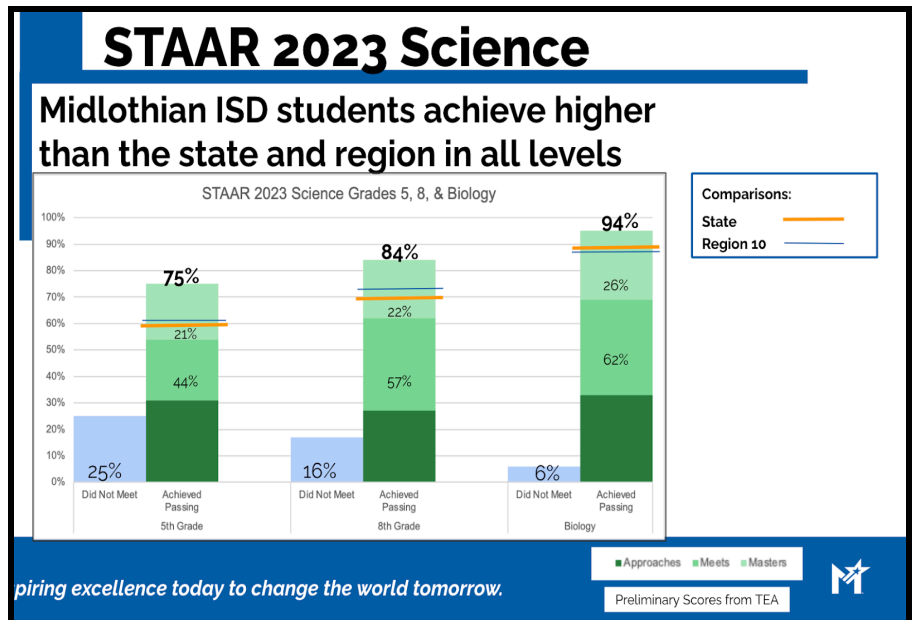
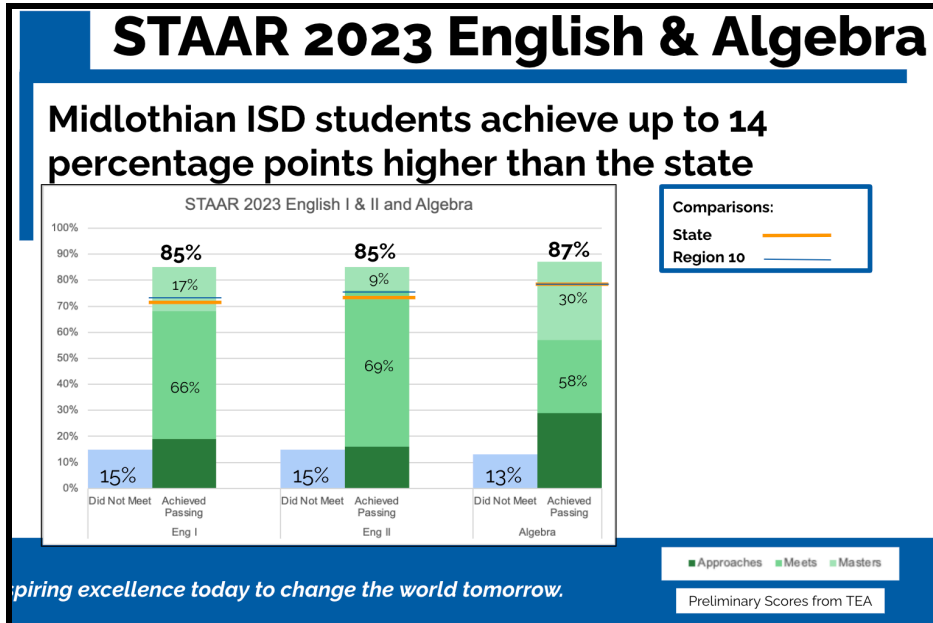
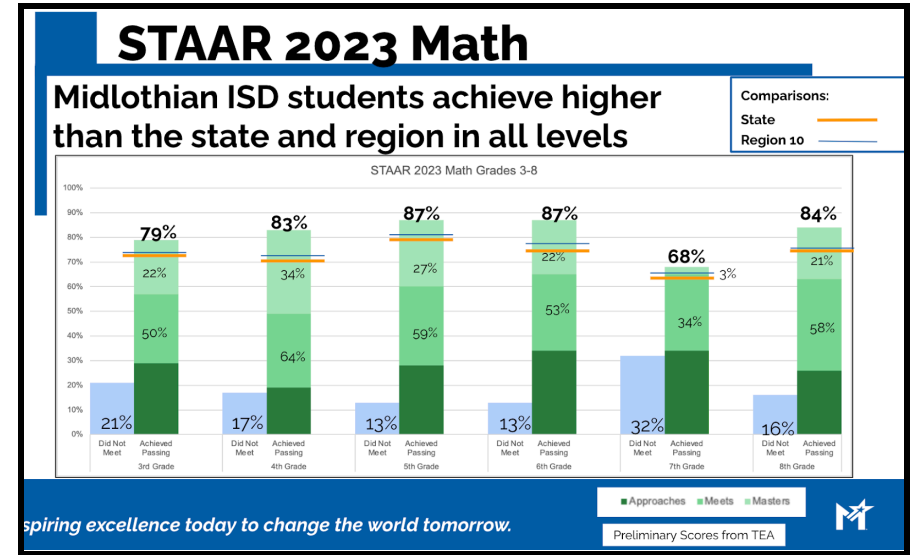
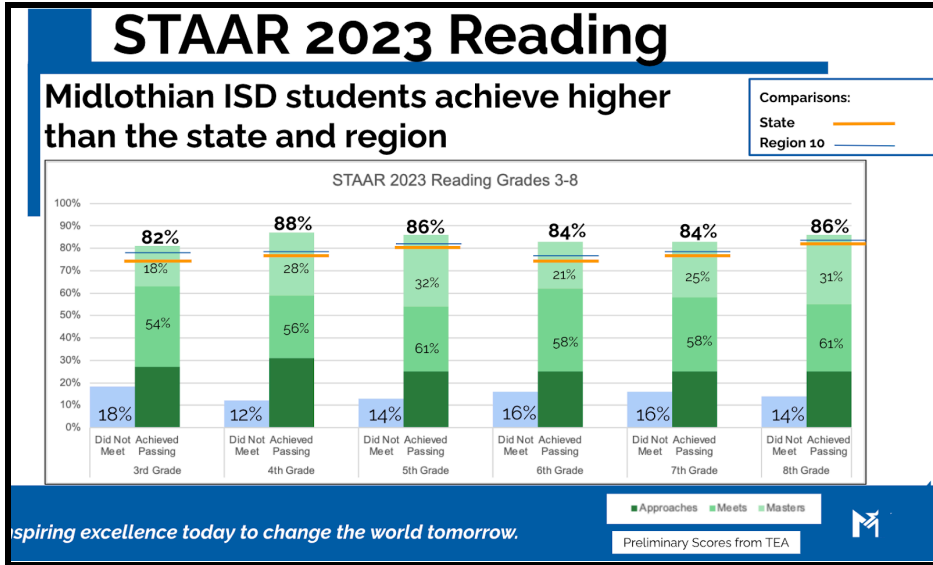
**Student Discipline Data from 2022-2023**

<b>Discipline Action</b>	<b>Total Count (Days out of Placement)</b>
<i>In School Suspension (ISS)</i>	5155
<i>Out of School Suspension (OSS)</i>	638
<i>DAEP (District Alternative Educational Placement)</i>	<i># of days served</i>

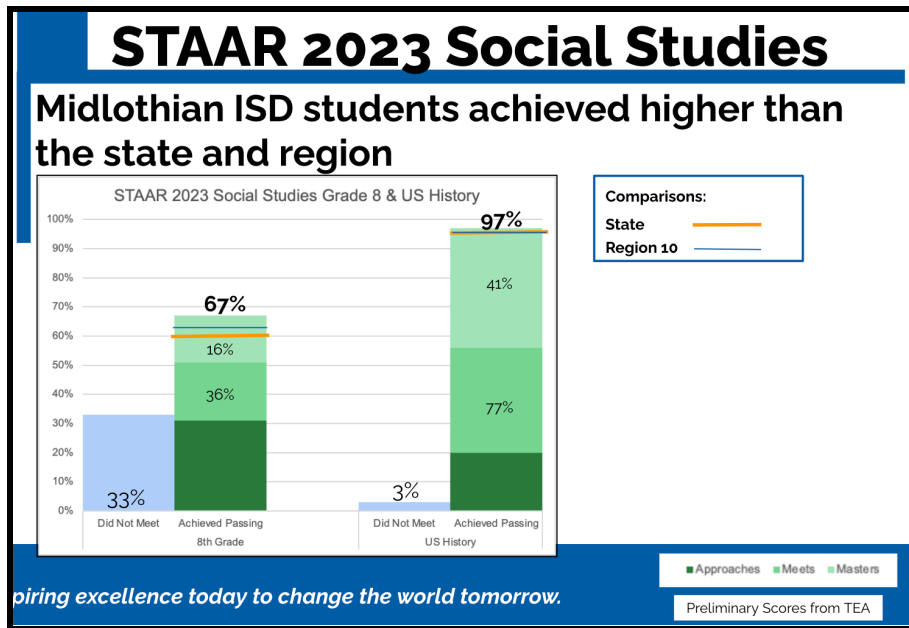
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## STAAR Data from 2023

(STAAR Data by Demographic is waiting for release of final scores and ratings from TEA)



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### High Priorities from 2023 CNA Process

- Responding to growing demographic changes by responding to family cultures and training/support for staff
- Preparing all students for college and career readiness
- Building trust and relationships among all staff, starting with district-level, and with community
- Continuing to push for systems and processes to be written down and communicated effectively, including fiscal and operational procedures
- Welcoming new students in the system and how to best support them and their families
- Extending more support for new teachers
- Focusing on compensation and benefits for all teachers
- Building leadership opportunities for all staff
- Building classroom support systems for teachers with more MCLs and/or iCoaches or model teachers, especially in the 4 core areas to increase student achievement
- Ensuring clear and effective communication from top down and across district
- Increasing family engagement opportunities
- Refining and monitoring all safety and discipline protocols

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PRIORITY:	PERFORMANCE OBJECTIVES:	KEY STRATEGIC ACTIONS:	DISTRICT 2023-2024 PERFORMANCE OBJECTIVES:
<b>Priority 1: Student Success</b>	<b>1.1 Multiple Pathways for All Students to Belong</b>	1.1.a Career & Technical Education (CTE) - Increase the number of students who demonstrate workforce readiness	<p><b>Future Metric:</b> By May 2023, a <b>baseline will be developed</b> for growth of the number of students in CTE programs that meet concentrator and continuer status. Concentrators - 2829 / Completers - 300</p> <p>By 2024, the percentage of students receiving industry-based certifications will rise from <b>8% in 2023 to 16%. (Final Goal Result: 16.5)</b></p>
		1.1.b Fine Arts & Athletics - Extracurricular Program Recruitment and Retention	<p>By 2024, the percentage of 8th graders in their second year of <b>athletics</b> will rise from 65% to 67%. <b>(Final Goal Result: 63%)</b></p> <p>By 2024, the percentage of 8th graders in <b>fine arts</b> will rise from 57% to 59%. <b>(Final Goal Result: 56.5%)</b></p> <p>By 2024, the percent of 11th-12th grade students with 3 or more years in <b>athletics</b> will rise from <b>27% to 29%. (Final Goal Result: 27.5%)</b></p> <p>By 2024, the percent of 11th-12th grade students with 3 or more years of <b>fine arts</b> will rise from <b>18% to 20%. (Final Goal Result: 16.4%)</b></p> <p>By 2024, high schools will increase the Lone Star Cup indicators from the average of 39 in 2023 to 42. <b>(Final Goal Result: 36)</b></p>
		1.1.c Scholastic Experiences - Provide opportunities for all students to maximize their potential through rigorous learning and challenging experiences	<p>By 2024, the number of students performing at or above criterion on SAT/ACT results will increase from 44.36% to 52.66%. [waiting on Texas Academic Performance Report (TAPR)] <b>(Final Goal Result: ___%)</b></p> <p>By 2024, the percentage of students who are College Ready will increase from 52.8% to 62%. [waiting on Texas Academic Performance Report (TAPR)] <b>(Final Goal Result: ___%)</b></p> <p>By the fall of 2024, the percentage of students continuing JROTC into a second year will increase from 54% in the fall of 2023 to 60%. <b>(Final Goal Result: 62% in 2nd year or more)</b> [Enrollment numbers: 2022-23: 64, 2023-24: 96 (44% were in their 2<sup>nd</sup> year) Goal baseline is not accurate.]</p>
	<b>1.2 All Students Exhibit Yearly Growth in Core Areas</b>	1.2.a Annually increase the percentage of students reading at or above grade level by grade 3	<p>By 2024, the percentage of kindergarten and first grade students performing at benchmark or above on mClass assessment Reading will increase from 78% in 2023 to 80%. <b>(Final Goal Result: 79%)</b> [Under review]</p> <p>By 2024, the percentage of students in grades 2-10 who met their growth projection on MAP Student Growth Summary End of Year Report will increase from 53% in 2023 to 60%. <b>(Final Goal Result: 55%)</b> [Under review]</p> <p>By 2024, the number of students performing at Meets Grade Level or above in reading will rise from 60% in 2023 to 67%. <b>(Final Goal Result: 65%)</b> [Under review]</p>

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		1.2.b Provide data driven, research-based practices in Tier 1 instruction in all reading, math, science and social studies	By 2024, the number of students performing at Meets Grade Level or above in math will rise from 54% in 2023 to 64%. (Final Goal Result: 54% - <b>No progress</b> ) [Under review]
		1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction	By 2024, the number of students performing at Meets Grade Level or above in science will rise from 54% in 2023 to 65%. (Final Goal Result: 53% - <b>No progress</b> ) [Under review]
			By 2024, the number of students performing at Meets Grade Level or above in social studies will rise from 57% in 2023 to 67%. (Final Goal Result: 56% - <b>No progress</b> ) [Under review]
			By 2024, Closing the Gap score will increase from a score of an 86 to a score of an 88. (Final Goal Result: 86 - <b>Minimal progress</b> )
	<b>1.3 Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching</b>	1.3.a Provide high-quality professional development aligned to student/teacher needs	By 2024, teachers performing an average at the accomplished level or higher on Domain 4 in the T-TESS evaluation system will increase from 3.6 score in 2023 to 3.8. (Final Goal Result: 3.7 Progress made)
		1.3.b Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught and assessed) in all courses	By 2024, teachers performing an average at the accomplished level or higher on Domain 1 in the T-TESS evaluation system will increase from 3.4 score in 2023 to 3.7. (Final Goal Result: 3.6 Progress made)
1.3.c Enhance student learning through innovative instructional practices and tools		By 2024, Closing the Gap score will increase from a score of an 86 in 2023 to a score of an 88. ( <b>Final Goal Result: 86</b> )  <b>Future Metric:</b> By May 2024, an internal audit process <i>will be developed</i> to measure courses and aligned content in grades PK-12 in all areas. ( <b>Progress towards goal: 50%</b> )	
<b>Priority 2: Capacity Building and Effective Leadership</b>	<b>2.1 Recruit and Retain High-potential Talent</b>	2.1.a Develop and deliver competitive benefit programs that attract and retain high-quality talent and enhance overall employee well-being	By 2024, MISD comprehensive benefits package will <u>maintain</u> a rank in the top 15% of the TASB-determined comparison group. (Final Goal Result: 15th percentile)  By 2024, the MISD salary/wage for teachers will rank in the top 55% of the TASB-determine

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			<p>By 2024, staff satisfaction with provided district benefits and compensation will increase from 31.63% to 34%. (Final Goal Result: 18.7%)</p> <p>Annually, teacher turnover rate percentage will be lower than the State rate as reported in the Texas Academic Performance Report (TAPR). <b>(Final Goal Result: met)</b></p> <p>By 2024, 75% of MISD salary/wage for professional groups (excluding teachers) will be within 10% of the market median as defined by TASB. <b>(Final Goal Result: 78.6%)</b></p>
		2.1.b Support employees throughout onboarding and other employment transitions within MISD	<p>Annually, new-to-district staff satisfaction regarding overall impact and quality of support in onboarding will be maintained at or above 90%. <b>(Final Goal Result: 98.5%)</b></p> <p>By 2024, returning staff satisfaction regarding overall impact and quality of support in intra-district transitions will increase from 66.7% to 75%. <b>(Final Goal Result: not yet measured)</b></p>
	<b>2.2 Systematic Management of Individual Talent</b>	2.2.a Define leadership roles through the development of exemplary profiles aligned to role responsibilities in order to identify high-potential leaders	<p>By the fall of the 2024-2025 school year, a stakeholder group will <i>develop</i> a leadership definition within MISD. <b>(Completed)</b></p> <p><b>FUTURE METRIC:</b> By the fall of 2025-2026 school year, a stakeholder group will revise job descriptions of campus leadership positions and develop readiness indicators aligned to each position and the district definition of leadership. <b>(50% Complete)</b></p> <p><b>FUTURE METRIC:</b> By 2026, 'readiness scorecards' <i>will be developed</i> for 100% of school leaders for the purpose of identifying "ready" leaders based on T-PESS, readiness indicators and the district definition of leadership. <b>(Partially Complete)</b></p>
		2.2.b Develop and Implement a talent pipeline that retains and incentivizes the highest quality staff to ensure student success	<p><b>FUTURE METRIC:</b> By 2026, TIA (Teacher Incentive Allotment) eligible teachers will perform at or above the State target (Recognized 30%, Exemplary 20%, Master 5%) in the MISD local designation.</p> <p>By 2024, the annual attrition rate of campus leadership (Principals, Associate Principals, Assistant Principals) will decrease from 20.0% to 18% excluding intra-district advancement. <b>(Final Goal Result: 2.7%)</b></p> <p>Annually, MISD will maintain a teacher turnover rate lower than the State rate as reported in the Texas Academic Performance Report (TAPR). <b>(Final Goal Result: Met)</b></p>
		2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential	<p>By 2024, an annual survey of staff will show an increase from 46.7% to 65% that professional development was favorably aligned to their own perceived needs. (Progress made)</p>
	<b>2.3 Development of a High -performing Organizational System</b>	2.3.a Develop and implement a comprehensive organizational plan designed to appropriately align people and resources to accomplish the mission, goals, and objectives of MISD	<p>By the fall of 2024-2025, a system will be implemented aligning effective teachers to positions with the highest student need. <b>(In development)</b></p> <p><b>FUTURE METRIC:</b> By 2026, ___ % of employees will be placed in positions locally-determined to be aligned based on teacher effectiveness and student need (<i>baseline established</i> in 2022-2023 school year audit).</p>

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		<p>2.3.b Organize systems for all job groups that provide growth opportunities and pathways for internal advancement within MISD</p>	<p><b>FUTURE METRIC:</b> By the fall of the 2025-2026 school year, individual pathways and support systems for teachers, leaders, and other staff <i>will be developed</i> with multiple entry points for staff of all ability levels. <b>(Progress made with beginning the 24-25 AP Powered Academy)</b></p> <p>By 2024, the percentage of in-district advancement among overall annual job placements will increase from 12.1% to 17% of annual job placements. <b>(Final Goal Result: 18.1%)</b></p>
		<p>2.3.c Define and develop a comprehensive evaluation instrument to measure the effectiveness of organizational systems related to capacity and leadership</p>	<p><b>FUTURE METRIC:</b> By the fall of 2024-2025 school year, a comprehensive evaluation instrument <i>will be developed</i> by leadership stakeholders to measure the effectiveness of organizational systems related to capacity and leadership. <b>[Under review]</b></p> <p><b>FUTURE METRIC:</b> By the fall of 2024-2025 school year, survey items <i>will be developed</i> to measure the alignment of the needs of the organization to the growth and development needs of campus/district leadership. <b>[Under review]</b></p> <p><b>FUTURE METRIC:</b> By 2026 organizational systems related to capacity and leadership will show an <i>increase of ____ %</i> in alignment to the growth and development needs of campus/district leadership and the overall working capacity of the organization. <b>[Under review]</b></p>
<p><b>Priority 3: Culture, Climate and Safety</b></p>	<p><b>3.1 Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being</b></p>	<p>3.1a Establish and evaluate systems of support to ensure school safety</p>	<p>Annually, maintain 100% compliance with completion by campuses of state-mandated emergency drills including safety procedure training forms. <b>(Completed)</b></p> <p>Annually, maintain 100% compliance with the state developed safety and security audit process. <b>(Completed)</b></p> <p>Annually, maintain 100% or better compliance of conducting annual physical risk assessment and safety audits of campuses. <b>(Completed)</b></p> <p>Annually, maintain a 100% compliance rate of addressing the total number of reported suicide and threat assessment safety incident types. <b>(Completed)</b></p>
		<p>3.1.b Provide resources and services to support student and staff mental health</p>	<p>Maintain at minimum two external counseling service resources for staff to ensure access to mental health and wellness. <b>(Goal met)</b></p> <p>By May 2024, a baseline will be established to show counseling related program services to students percentage of time at Elementary, Middle School, and High School. <b>Results for 23-24 SY Baseline: Elementary 72.86%, Middle School from 66.79%, High School from 77.34%.</b></p>
		<p>3.1.c Foster a culture of belonging among students and staff</p>	<p>Annually, 100% of MISD schools will participate in and implement Capturing Kids' Hearts (CKH). <b>(Goal met)</b></p> <p>Annually, at least 40% of students and 20% of families will complete the Capturing Kids' Hearts (CKH) climate and culture surveys (fall and spring). <b>Increase in 22 staff</b></p>

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			<p><b>participants, increase in 654 student participants, and a decrease in 622 parent participants</b></p> <p>Maintain a 90% or higher score for a Leader Capturing Kids' Hearts (CKH) for using a social contract with conflict. <b>(Awaiting data from CKH to determine is goal is met)</b></p> <p>By August 2024, 11 or more campuses (80%) will score "progressing" or higher on the Capturing Kids' Hearts (CKH) implementation rubric. <b>(Goal met)</b></p> <p>By August 2024, each domain of the Capturing Kids' Hearts (CKH) Implementation Rubric will meet "Sometimes: 40-74%" standard in no less than 60% of the indicators. <b>(Awaiting data from CKH to determine is goal is met)</b></p> <p>By 2024, a baseline will be established measuring the number of incidents and contributing factors/details aligned to the use of Capturing Kids' Hearts (CKH) protocols to address classroom behavior management found in T-TESS (2.3,3.1, 3.2 &amp; 3.3) <b>(Data collection under review)</b></p> <p>By 2024, <i>Implement</i> a district wide attendance educational series that educates and uses Capturing Kids' Hearts (CKH) protocols to engage student and community stakeholders <b>(No progress made on goal- goal needs review)</b></p>
	<b>3.2 Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement</b>	3.2.a Provide opportunities for student engagement	<p>By 2024, a reporting mechanism will be developed to collect student membership or participation in leadership/empowerment groups and create a standard of feedback for student voice. <b>[Under Review]</b></p> <p>Annually, all campuses will support required celebrations and recognitions, maintaining 90% or better compliance. <b>(Final Goal Result: 93.75%)</b></p>
3.2.b Provide opportunities for staff engagement		<p>By 2024, a reporting mechanism will be developed to collect staff membership or participation in leadership/empowerment groups and create a standard of feedback for staff voice. <b>[Under Review]</b></p> <p>By 2024, viewership rate of staff newsletter will increase from from 51% to 56%. (Final Goal Result <b>(Final Goal Result: 81%)</b> [Formatting changed and impacted large increase])</p>	
3.2 c Provide opportunities for parent and community engagement		<p>By 2024, a reporting mechanism will be developed to collect parent and community membership or participation in leadership/empowerment groups and create a standard of feedback for parent and community voice. <b>[Under Review]</b></p> <p>By 2024, viewership rate of parent/community newsletter will increase from from 28% to 35%. <b>(Final Goal Result: 35%)</b></p>	
<b>Priority 4: District Operations and Financial</b>	<b>4.1 Systematic Long-range Facility Management</b>	4.1.a Establish a maintenance cycle for the current facilities	<p>By 2024, a baseline for written campus facility audits will be established.</p> <p>By 2024, annual <u>Campus Facilities Audits</u> will increase from 35% to 100% completion in order to assess campus/district needs. <b>(Final Goal Result: 100%)</b></p>

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Stewardship		<p><b>FUTURE METRIC:</b> By 2026, alignment of Maintenance and Operations projects and additions to campus facility rating assessments will increase from 0% to 95%.</p> <p>By May 2024, OSHA (Occupational Safety and Health Administration) certification rate among all maintenance staff will increase from 6.25% to 100%. <b>(Final Goal Result: 100%)</b></p> <p>By 2025, annual review of OSHA (Occupational Safety and Health Administration) certifications will show renewal rate of certifications at 95% or better <b>(Assessment will occur fall of 2024)</b>.</p> <p><b>FUTURE METRIC:</b> By 2026, trades staff training for specific skill sets (certifications) will increase from 12.5% to 25% in order to perform maintenance refurbishment/preventative maintenance to decrease outside contracted services costs.</p> <p><b>FUTURE METRIC:</b> By 2026, the use rate of the CENTRAL FACILITIES review form to document district facility needs will increase from ___% to 95%.</p>
	4.1.b Commit to the stewardship of future bonds in partnership with community oversight	<p><b>FUTURE METRIC:</b> By 2026, MISD will increase community participation for the growth management committee from _____ to _____ by conducting three meetings per year. Baseline established in 2023-2024 school year.</p> <p><b>FUTURE METRIC:</b> By 2026, fulfillment of voter approved bond projects will be:</p> <ul style="list-style-type: none"> <li>• 90% delivered along the contracted project timeframe.</li> <li>• 95% delivered within the scope of the contracted project budget.</li> </ul> <p><b>FUTURE METRIC:</b> By 2026, MISD will identify and purchase land sites to fulfill 100% of anticipated building projects forecasted for future growth through 2032.</p>
	4.1.c Assess and maintain district technology infrastructure and support systems	<p>By 2024, baseline data will be collected to determine district technology status along an established replacement schedule. <b>(In process)</b></p> <ul style="list-style-type: none"> <li>• <b>By 2026, all devices will be at "end of warranty" and need to be replaced.</b></li> <li>• <b>Staff devices: No longer under warranty after 4 years of use</b></li> <li>• <b>Student devices: June 2025 all student devices are out of warranty</b> <ul style="list-style-type: none"> <li>○ <b>Current inventory count: Chromebooks inventory is 200</b></li> </ul> </li> </ul> <p>Annually, MISD will maintain/upgrade 80% of data center equipment (core switches, internet router, wireless network, filters, firewalls.) as specified on the school year replacement schedule. <b>(Goal Met)</b></p> <p>By 2024, MISD intranet will house 20% of instructional video/communication for operations procedures. <b>[Some progress - Under Review]</b></p> <p>By 2026, MISD Technology percent of work orders completed within 7 business days will increase from 75% to 85%.</p> <p><b>FUTURE METRIC:</b> By 2026, MISD Maintenance will increase the percentage of tickets closed within 5 days from 75% to 95%.</p>

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			By 2024, endpoint protection for all <b>managed MISD devices</b> (laptop, desktops, servers) will increase from 0% to 100%. <b>(Completed)</b>
<b>4.2 Effective and Efficient Cross-departmental Work Processes</b>	4.2.a Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan		Annually, 100% of policies up for review (according to the TASB policy review timeline) will be reviewed within three (3) months. <b>(Final Goal Result: 100%)</b>
			Annually, 95% of new staff/program/budget items will be aligned to Balanced Scorecard Card (BSC) priorities. <b>(Final Goal Result: 100%)</b>
	4.2.b Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students		By 2024, 30% of all MISD departments will develop and implement guidelines and/or handbooks that describe processes, procedures, and expectations.
			By 2024, the average satisfaction rating of all MISD District departments will increase from 73.8% to 85.0%.
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		By 2024, MISD will establish a baseline aligning purchases over \$50,000 by Balanced Scorecard (BSC) Priorities. <b>[Completed]</b>  <b>FUTURE METRIC:</b> By 2026, Departments/Campus leadership evaluation of the effectiveness of the purchases \$50,000 and their alignment to Balanced Scorecard (BSC) Priorities will increase from ___% to ____%. <b>[Initial progress made]</b>  <b>FUTURE METRIC:</b> Annually, beginning in 2025, MISD Cabinet will evaluate 100% of purchases over \$50,000 for effectiveness or strategic abandonment based on rating reports. <b>[Process started]</b>  <b>FUTURE METRIC:</b> By 2026, effective purchases will increase from ____% to ____%. OR strategically abandoned purchases will decrease by ___%.	
<b>4.3 Commitment to Financial Stewardship</b>	4.3.a Transparency of financial processes and decisions		Annually, MISD will earn a superior rating on the FIRST Report. <b>(Completed)</b>
			Annually, MISD will earn from an external auditor, an unmodified opinion. <b>(Completed)</b>
	4.3.b Demonstrate financial stewardship to community		Annually, fund balance will remain at or above 25%. <b>[Goal Met]</b>  Annually, MISD will maintain a 10% additional homestead exemption for taxpayers. <b>(Completed)</b>
4.3.c Build system capacity to ensure intentional financial solvency for maximization of district resources		Annually, MISD will manage funds so that defease of bonds may occur to save interest on bond payments.  Annually, MISD will use quarterly demographic updates to ensure we are forecasting total students in MISD and facility needs. <b>(Completed)</b>	

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### Required Elements to Address BQ(LEGAL)

#### Provisions:

- By 2024, the percentage of Emergent Bilingual (EB) students in kindergarten and first grade performing at benchmark or above on Amplify mClass Reading Assessment will increase from 74% from 2023 to 77%.
  - Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - Strategy: Additional professional development will be provided for teachers to ensure they understand best practices for ESL learners.
  - Final goal results: 71% of EB students in kindergarten and first grade performed at benchmark or above.**
  
- By 2024, the percentage of Economically Disadvantaged (Eco Dis) students in kindergarten and first grade performing at benchmark or above on Amplify mClass Reading Assessment will increase from 79% from 2023 to 82%.
  - Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - Final goal results: 77% of Eco Dis students in kindergarten and first grade performed at benchmark or above.**
  
- By 2024, the percentage of Special Education (SpEd) students in kindergarten and first grade performing at benchmark or above on Amplify mClass Reading Assessment will increase from 52% from 2023 to 55%.
  - Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - Final goal results: 59% of SpEd students in kindergarten and first grade performed at benchmark or above.**
  
- By 2024, the number of Emergent Bilingual/English Learner (EB/EL) current students performing at Meets Grade Level or above in reading will rise from 33% from 2023 to 38%.
  - Strategy: Additional professional development will be provided for teachers to ensure they understand best practices for ESL learners.
  - Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - Final goal results: 37% of EB students performed at Meets or above on STAAR Reading.**
  
- By 2024, the number of Emergent Bilingual/English Learner (EB/EL) current students performing at Meets Grade Level or above in math will rise from 39% from 2023 to 44%.

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- Strategy: Additional professional development will be provided for teachers to ensure they understand best practices for ESL learners.
- Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
- Final goal results: 38% of EB students performed at Meets or above on STAAR Math.**
  
- By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 17% from 2023 to 22%.
  - Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - Final goal results: 19% of SpEd students performed at Meets or above on STAAR Reading.**
  
- By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 19% from 2023 to 29%.
  - Strategy: By analyzing data at each benchmark and through progress monitoring, teachers and students will track their data and provide lessons to meet their individual needs.
  - Final goal results: 17% of SpEd students performed at Meets or above on STAAR Math.**
  
- By May 2024, District Instructional Guides will be updated annually before the start of school for each core content.
  - Strategy: Annually a committee of teachers and curriculum coordinators will analyze the district instructional guides to ensure they are aligned with state standards and best practices for each core content.
  - During 23-24, the District Instructional Guides were updated for all contents.**
  
- Annually maintain 95% or above compliance with providing Suicide Prevention Curriculum with parental notification as approved by the School Health Advisory Council (SHAC) committee.
  - Strategy: Evidenced-based Suicide Prevention Curriculum will be presented to 7th and 10th graders on an annual basis by campus counselors. **During the 23-24 school year Signs of Suicide was presented to 100% of 7th and 10th grader Social Studies/World History courses which included 94.5% of 7th and 10th graders. There was an absence rate of 5.5% on the designated days for the presentations of each campus.**
  - Strategy: MISD initiative Capturing Kids' Hearts (CKH) is part of the suicide prevention by building relationships and making connections for students helping create a place for everyone to belong.
    - Continued use of CKH for improving relationships and making connections for students..**
  
- Annually maintain 95% or above compliance with providing conflict resolution and violence prevention programs through the School Health Advisory Council's (SHAC) chosen curriculum and MISD initiative of Capturing Kids' Hearts (CKH)..

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- Strategy: Evidence-based curriculum is presented to various grades depending on developmentally appropriateness on an annual basis by outside vendors as approved by the School Health Advisory Council (SHAC).
  - Final Goal Results: Continued use of YES! and REACH programming presentations on conflict resolution and violence prevention to different grades as approved by the SHAC.**
- Strategy: MISD use of Capturing Kids' Hearts to build relationships and increase conflict resolution skills in every classroom on every campus.
  - Final Goal Results:: Continued use of CKH for improving relationships and building conflict resolution skills.**

Grade	Program	Topic(s)
K-2	Super Powers for Super Friends	Bullying
3-5	Empowered	Bullying
6	Radical	Bullying
7	Abstinence-Based Presentation	Human Sexuality (Requires Affirmative Consent per HB 1525)
8	Focus on Success	Technology / Teens / Sexting / Pornography / Healthy Relationships
9	Navigate	Mental health
10	Power to Succeed	Drugs and Alcohol
11	Abstinence-Based Presentation	Human Sexuality (Requires Affirmative Consent per HB 1525)
12	Focus on Success	Technology / Teens / Sexting / Pornography / Healthy Relationships

- By 2024, gather data for a baseline of the number of students using Xello for college and career education.
  - Strategy: We will identify a baseline of the number of students for each campus who are using inventories and searches in the Xello platform.
    - Final Goal Results: Based on student engagement on the Xello platform, we had 13,642 student logins during the 23-24 school year. In comparison of the 23-24 SY to the 24-25 SY August and September, we have increased usage by 106%. The 23-24 SY included all of August and September and the 24-25 SY numbers only include the first 4 days of September.
- Annually maintain 98% or above compliance with trauma informed care and maltreatment of children.
  - Strategy: Staff are annually trained on trauma informed care and identifying maltreatment of children through compliance training through Region 10. Staff are also provided opportunities during the year for professional development in these areas.
    - Final Goal Results: Compliance training is required for all staff through Region 10. Trauma informed care and maltreatment of children are part of the compliance training. Counselors also present updates to staff at BOY trainings on trauma informed care and maltreatment of children.

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- By 2024, 98% or above compliance with providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information regarding Higher Education and Financial Aid.
  - Strategy: Information is updated at least annually via the district/campus websites, digital updates, parent newsletters, campus newsletters, and/or presentations for all stakeholders regarding information about Personal Graduation Plans, Academic Planning Guide, and sources for information on Higher Education and Financial Aid.
  - Final Goal Results: Continued use of newsletters and websites to communicate information to all stakeholders. Counselors are working on how to break down information into smaller pieces for better understanding. Communicating this information is also part of the counselors 80/20 and listed in their T-SCESS evaluation tool
- Annually maintain 100% compliance in serving students with dyslexia in an evidenced based reading program as prescribed in the Dyslexia Handbook.
  - Strategy: All teachers will be trained in the district dyslexia program that is evidence based for dyslexia and will use the program with fidelity, Maintaining a schedule of instructing students.
  - Final Goal Results: All teachers are trained in MTA and Reading Rules annually.
- By 2024, teachers and administrators will utilize technology for instructional and administrative programs in 100% of all areas where appropriate.
  - Strategy: iTechs will become certified in Microsoft products to be able to train teachers and administrators in best practices in using these products.
  - Progress on goal: some
- By 2024, 80% of all students identified for accelerated instruction per the state rules will complete their total hours of accelerated instruction.
  - Strategy: Schools will track each student's hours on a daily basis and will share with the district for monitoring.
  - Final Goal Results: 85% of students met their hours.**
- By 2024, reduce the number of dropout/unknown leavers from 0.7% to 0.5% at the secondary level.
  - Final Goal Results: **20-21 was 0.04%, 21-22 was 0.89%, 22-23 was 0.75%** 23-24 data will not be available until after Fall PEIMS submission.
  - Strategy: MISD LEAP program provides the opportunity for students who are at-risk of dropping out to finish their high school career in a nontraditional setting in accordance with required criteria.
    - Final Goal Results: LEAP graduated 75 students during the 23-24 SY. We currently have 68 students enrolled in LEAP.**
  - Strategy: MISD initiative Capturing Kids' Hearts (CKH) is part of the dropout prevention by building relationships and making connections for students increasing their desire to be at school.
    - Final Goal Results: Continued use of CKH to build relationships with students and increase sense of belonging at school.**

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- Strategy: Mentor's Care programming makes connections for students with community members who are able to provide insight to students on the value of completing their education.
  - Final Goal Results: MISD continued partnership with Mentor's Care because of the value brought to students who might otherwise drop out.**

**Mandatory Policies and Procedures Required by Policy BQ(LEGAL)**