

**Agenda of Meeting  
Midlothian ISD  
Board of Trustees Regular Meeting**

L.A. Mills Administration Building  
100 Walter Stephenson Road  
Midlothian, Texas 76065

**Monday, October 18, 2021 – 5:30 PM**

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A Regular Meeting of the Board of Trustees of Midlothian ISD will be held Monday, October 18, 2021, beginning at 5:30 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

The open portions of this meeting will be streamed live and recorded. The video will be made available to the public on the District's website.

**PUBLIC COMMENT** – Public comments related to this meeting will be accepted in person only in accordance with the Open Meetings Act and Local District Policy, BED(LOCAL). Members of the public wishing to address the Board during the public comment portion of this regular meeting shall be limited to five minutes, or less, should a change to the allotted time be necessary as determined by the presiding officer based on the meeting.

In-person participants must either sign up online by 4:00 pm the day of the meeting or sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee 10 minutes prior to the start of the meeting. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

1. **FIRST ORDER OF BUSINESS**
  - A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551
2. **INTRODUCTION OF MEETING**
  - A. Invocation
  - B. Pledges of Allegiance - Irvin Elementary Students
3. **PRESENTATIONS / RECOGNITIONS**
  - A. National Merit Scholarship Commended Students Recognition
  - B. Recognition of College Board National Recognition Programs
  - C. DI Elementary School Recognition for Global Finals
  - D. Recognition - Remember Mr. C.M. Arnold

- E. Recognition of Gifts and Donations
- F. Monthly (October) Recognition Video
- 4. PUBLIC COMMENT
- 5. CONSENT AGENDA
  - A. Consider Meeting Minutes
    - 1. September 20, 2021 - Regular Meeting Minutes
    - 2. October 4, 2021 - Board Workshop Minutes
  - B. Consider Quarterly Investment Report
  - C. Consider Requisitions over \$50,000
  - D. Consider Budget Amendments
  - E. Consider Request to Issue RFP for Networking Services and Equipment
  - F. Consider Request to Issue RFP for Classroom Audio Visual and Multimedia Systems
  - G. Consider Request to Issue RFP for Heritage Auditorium Production AV Systems Equipment
  - H. Consider Approving RFP 2122-002 Water Bottle Fillers
  - I. Consider Approval of Gifts and/or Donations
  - J. Consider Budget Calendar 22-23
  - K. Consider and Approve 2021/2022 Library Board Members
  - L. Consideration and possible action to adopt the prevailing wage rates published by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. 3141 et seq.), and its subsequent amendments, in connection with District construction projects until superseded by future Board action.
  - M. Consider Recommendation from SHAC Committee Regarding Human Sexuality Curriculum for 21/22
- 6. BUSINESS & FINANCE
  - A. Consider Annual Audit Report for Fiscal Year 2020-2021
  - B. Consider Designation of Portion of Fund Balance
- 7. INFORMATION ITEMS
  - A. Receive MEF Update
  - B. Receive CTE Program Update
  - C. Discuss MOU with Tarleton University Regarding the Distinguished High School Partnership Program
  - D. Receive Information on Campus Improvement Plans and District Improvement Plan
  - E. Discuss One Time Supplement
  - F. Review Monthly Business Reports
  - G. Receive Update on 2021/22 Replacement Schedules
  - H. Discuss Memorandum of Understanding (MOU) between the City of Midlothian and MISD for Use of the District Ag Center as an Off-Site Animal Evacuation Location
  - I. Discuss Revisions to Local Policy DEC (LOCAL)
  - J. Discuss Third Party Administrator for Benefits
- 8. ADMINISTRATION & HUMAN RESOURCES
  - A. COVID 19 Update - with Options for Board Direction
    - 1. Consider Resolution for Remote Learning and Virtual Learning Platform
  - B. Consider Approving Additional Staff for 2021/2022
- 9. CURRICULUM & INSTRUCTION

10. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.
  - A. Consultation with Board Counsel, Texas Government Code 551.071 - Regarding Personnel and Student Issues, Board Communications and Procedures, Board Committees, Pending Complaints or Disputes, and Other Issues as Permitted by Law.
    1. Personnel Report
  - B. Personnel, Texas Government Codes 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; including development of the Superintendent's evaluation process
  - C. Deliberation Regarding the Purchase, Exchange, Lease, or Value of Real Property, Texas Government Code 551.072
  - D. Deliberation Regarding Safety and Security Update, Texas Government Code 551.076
  - E. Deliberation Regarding Students, Texas Government Code 551.082, 551.0821
    1. Discipline Issues
    2. Non-Discipline Issues
11. RECONVENE TO OPEN SESSION
12. Action, if any, on Items Discussed in Closed Session
13. Consider Agenda Items/Topics for Upcoming Meetings
14. ADJOURNMENT OF MEETING

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel, or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Discussing personally identifiable information about a public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the school Board with

regard to any matter considered in such closed meeting or session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.



**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	October 18, 2021	
<b>Item:</b>	<b>National Merit Scholarship Commended Students Recognition</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The National Merit Scholarship Program names 34,000 students each year as National Merit Commended students. These students took the PSAT/NMSQT as juniors and placed in the top 2 percent of scores nationwide.</p> <p><b>We are recognizing the following National Merit Commended Students:</b></p> <p><b>Midlothian Heritage High School</b></p> <ul style="list-style-type: none"> <li>● Sterling Martinez, 12th grade</li> <li>● Cooper Lucas, 12th grade</li> </ul>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goal:</b>	Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
<b>Administration Recommended Option:</b>	Presentation – Recognition of Students	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	Shelle Blaylock	

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Board Recognition of College Board National Recognition Programs</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>An invitation was extended last Spring from the College Board regarding student eligibility for National Recognition Programs. These students scored in the top 2.5% of PSAT/NMSQT test takers who identify as one or more of the following: African American, Hispanic American or Latinx, Indigenous, or attend school in a rural area, or are from a small town.</p> <p>During the past few months, all students who submitted an application were evaluated and recognized accordingly.</p> <p>Participation in the College Board National Recognition Programs is completely free of charge and will enable students to highlight their outstanding educational achievements to top colleges and universities.</p> <p>The following students were identified as College Board National Recognition Program Scholars:</p> <ul style="list-style-type: none"> <li>● National Hispanic Recognition Program <ul style="list-style-type: none"> <li>○ Bailey Barnes, MHS</li> <li>○ Enrique Gonzalez, MHS</li> <li>○ Clarissa Rodriguez, HHS</li> <li>○ Sebastian Diaz, HHS</li> <li>○ Anthony Schmidt, HHS</li> <li>○ Samuel Deraleau, HHS</li> </ul> </li> <li>● National African American Recognition Program <ul style="list-style-type: none"> <li>○ Aiyanna LeGrand, MHS</li> <li>○ Geoffrey Darrett, MHS</li> <li>○ Jady Goss, MHS</li> <li>○ Lauryn Weddell, MHS</li> <li>○ Temiloluwa Idowu, MHS</li> <li>○ Fred Miller, HHS</li> </ul> </li> <li>● National Rural &amp; Small Town Recognition Program <ul style="list-style-type: none"> <li>○ Brendon Newton, HHS</li> <li>○ Clarissa Rodriguez, HHS</li> <li>○ Sebastian Diaz, HHS</li> <li>○ Anthony Schmidt, HHS</li> <li>○ Samuel Deraleau, HHS</li> <li>○ Fred Miller, HHS</li> </ul> </li> </ul>	

<b>Fiscal Impact/Budget Function Code:</b>	N/A
<b>Policy:</b>	N/A
<b>District Goal:</b>	Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
<b>Administration Recommended Option:</b>	Presentation only
<b>Motion:</b>	N/A
<b>Presenter:</b>	Shelle Blaylock

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

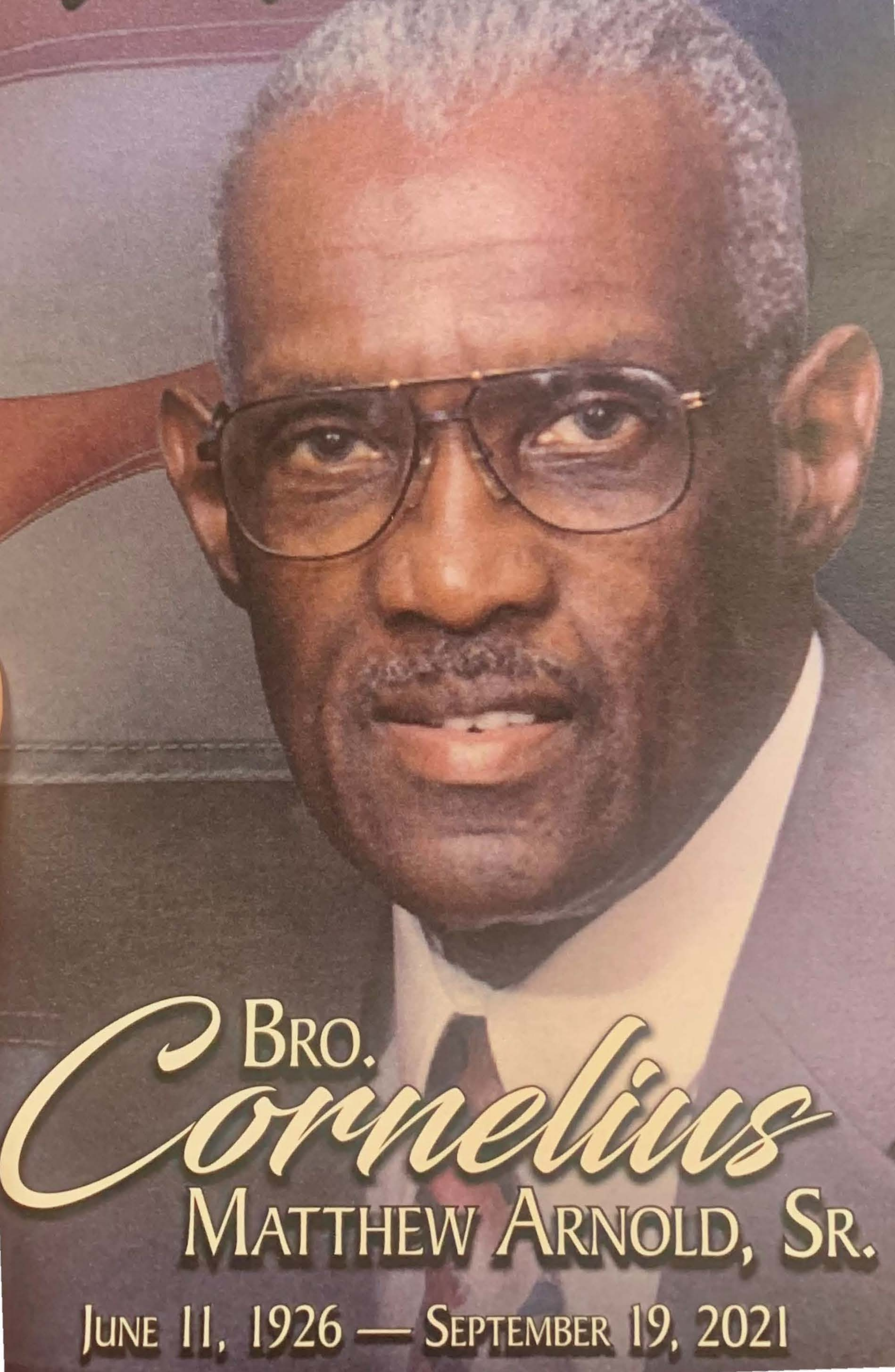
<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Board Recognition of the Midlothian ISD Destination Imagination Teams - Elementary</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>This year, Midlothian ISD had eleven competitive teams advance to Global Finals Virtual Destination Imagination Tournament held in June and July 2021. This tournament, which had over 700 teams competing from countries around the globe, was 100% virtual and pushed our students to even greater heights of creativity than ever before! Because of the virtual format, our students had to combine their fine arts, engineering, theatrical, and problem-solving skills with a whole new set of technical skills needed to solve these all-new virtual challenges. The teams completed two team challenges, one which they worked on over the course of the year and an all new Fast-Flex Challenge, which they had only two weeks to complete. From video game creation to epic remixes of old stories, our students used their creative problem-solving skills in architecture, improvisation, design, video editing, and the use of green screens to reach all new heights of innovation. We had eight teams place in the top ten in their respective team challenges and two teams received medals for high placement in the top three. This recognition is for Elementary level.</p> <p><b><u>Elementary Level</u></b></p> <p><b>Dino Detectives from Miller Placed 2nd Place in Improv Challenge (Silver Medal)</b></p> <ul style="list-style-type: none"> <li>Kylie Bryan, Liam Sturgin, Micah Moss, Addison Seeds, Cam Anderson, Payton Dowdy, Eve Pate</li> </ul> <p><b>Tilted Turtles from Miller Placed 8th in Technical Challenge</b></p> <ul style="list-style-type: none"> <li>Dylan Stumpff, Katelynn Andrie, Holden Krupa, Paige Pustejovsky, Makenzie Wright</li> </ul> <p><b>Curious Chameleons from Miller placed 8th Place in Fine Arts Challenge</b></p> <ul style="list-style-type: none"> <li>Duncan Ballard, Micah Moss, Ella Stanley, Christian Teufel, Avery Barry, Kaleigh Malone, Caroline Riddile</li> </ul>	

	<p><b>Dancing Wizards Taco Lizards from Baxter Placed 9th in Fine Arts Challenge</b></p> <ul style="list-style-type: none"> <li>• Johnathon Shelton, London Atchinson, Ainsley Taylor, Annyka Fernandez, Tatum Morgan, Jessica Meiser</li> </ul> <p><b>Dabbing Bananas from Miller placed 12th in Service Learning Challenge</b></p> <ul style="list-style-type: none"> <li>• Brooks Kent, Sophie Gorman, Grace Gardner</li> </ul> <p><b>Big Brainiacs from McClatchey placed 14th in Engineering Challenge</b></p> <ul style="list-style-type: none"> <li>• Graham Jenkins, Andrew Vick, Landri Leatherwood, Camy Hopkins, Kealan Allen, Emily Reid</li> </ul> <p><b>The Unknown from Baxter Placed 18th in Technical Challenge</b></p> <ul style="list-style-type: none"> <li>• Green Urquhart, Luke Fontenot, Baylee Bentle, Gage Koushan, Cade Richardson</li> </ul>
<b>Fiscal Impact/Budget Function Code:</b>	N/A
<b>Policy:</b>	N/A
<b>District Goal:</b>	Transform our classroom to be truly student-centered through aligned teaching and learning
<b>Administration Recommended Option:</b>	N/A
<b>Motion:</b>	Presentation only
<b>Presenter:</b>	Shelle Blaylock

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Recognition - Remembering Mr. C. M. Arnold</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>Mr. C. M. Arnold passed away on September 19, 2021. Mr. Arnold was a veteran and a dedicated school person who was the only principal of Booker T. Washington School in Midlothian. He also taught social studies at Midlothian Middle School until he retired in 1989.</p> <p>It is fitting that the MISD School Board and Administration take a few minutes to remember the life of Mr. C. M. Arnold and his contribution to the Midlothian Independent School District.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goal:</b>	<p>Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.</p> <p>Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.</p>	
<b>Administration Recommended Option:</b>	N/A	
<b>Motion:</b>	Presentation Only	
<b>Presenter:</b>	Jim Norris	





BRO.  
*Cornelius*  
MATTHEW ARNOLD, SR.

JUNE 11, 1926 — SEPTEMBER 19, 2021



# Gifts and Donation - October 18, 2021

Department	Amount being Donated	Entity Donating
		Running Total 45,160.96
MHS Panther Regiment	Semi-trailer valued at \$8,000	MHS Band Boosters
Heritage Boys' Soccer	\$2,655, monetary donation for pop-up goals	Heritage Soccer Boosters





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Minutes of Regular Meeting  
The Board of Trustees  
September 20, 2021 / 5:30 pm

**Board Members Present:** Eduardo Gonzalez   Gary Vineyard   Andrea Walton  
Matt Sanders   Tami Tobey   Bobby Soto

**Board Members Absent:** Richard Pena

**MISD Staff Present:** Jo Ann Fey   KayLynn Day   Darin Kasper  
Shelle Blaylock   Leslie Garakani   Jim Norris

**Legal Counsel:** Haley Turner, Walsh Gallegos Trevino Kyle & Robinson, P.C.

I. FIRST ORDER OF BUSINESS

- a. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

The meeting was called to order at 5:30 pm.

II. INTRODUCTION OF MEETING

- A. Invocation  
The invocation was given by Bobby Soto.
- B. Pledges of Allegiance  
The pledges were led by the DI Middle School Global Finalists

III. PRESENTATIONS / RECOGNITIONS

- A. AP Scholars  
MISD had 111 College Board AP Scholars/AP Capstone Diplomas for 2021 students in grades 11<sup>th</sup>, 12<sup>th</sup>, and 12<sup>th</sup>+. Current 11<sup>th</sup> and 12<sup>th</sup> grade students from MHS and Heritage HS were recognized at this meeting.
- B. DI Middle School recognition for Global Finals  
Midlothian ISD had eleven competitive teams advance to Global Finals Virtual Destination Imagination Tournament held in June and July 2021. Eight teams placed in the top ten in their respective team challenges and two teams received medals for high placement in the top three.
- C. MEF Scholarship/Dolores McClatchey Scholarship Winner Recognitions  
Midlothian ISD Education Foundation granted 14 scholarships for the 2020-21 school year to help staff grow and continue their education. Those receiving \$500 toward their teaching certificate were:

MEF Paraprofessional Scholarship Recipients:

- Makayla Haney at LaRue Miller Elementary
- Ashley Kibbee at Walnut Grove Middle School
- Hannah Flores at Irvin Elementary
- Chandra Filmore at Dolores McClatchey Elementary
- Trina Addicks at Jenkins Early Learning Academy
- Debra DeMar at Midlothian High School
- Candis Barrientez at Walnut Grove Middle School

Those receiving \$500 toward masters or doctorate degrees include:

- Sara Lewis at MISD Administration
- Robert Irwin at Midlothian High School
- Cheryl Varghese at Frank Seale Middle School
- Megan Ross at Heritage High School
- LaShawna Diggs at MISD Administration
- Kimberly Garner at LaRue Miller Elementary
- Amanda Rodgers at Dieterich Middle School

D. Recognize National Hispanic Heritage Month

MISD will celebrate National Hispanic Heritage Month with social media posts, website banner, and unique events on individuals campuses from September 15 to October 15.

E. Hall of Honor Recipients

- Lexi Ball, Powerlifting-MHS Class of 2011
- Joyce Curtis, Track – MHS Class of 1992
- Ryan Mentzel, Football and Baseball – MHS Class of 2002
- 1980-1988 Boys/ Cross Country Teams
- 1966 Boys' Track and Field Team
- Educator: Austin Guest, Boys' and Girls' Soccer
- Athletic Program Supporter – Jim Norris

F. Recognition of Gifts and Donations for September 2021

Donations were received this month from:

- MHS Soccer Booster Club
- MHS Softball Booster Club
- Midlothian Methodist

IV. PUBLIC COMMENT

Public comment on non-agenda items will be allowed, time permitting, and may also be moved to the end of the meeting.

- Tessa Denney spoke regarding her disapproval of how a situation was handled.
- Brandy Hughes spoke regarding human sexuality and following God.
- Ashley Brickett spoke regarding human sexuality requirement and the materials to be reviewed.
- Jessica Cano spoke in support of mandating masks for all staff and students.
- Yamun Hermpstead addressed the Board about listening and interacting with students.
- Laura Hunt spoke in support of additional COVID mitigation and mask mandates.

- Beau Buzbee addressed the Board about student dress code and specific enforcement.

#### V. CONSENT AGENDA

- A. Approve Meeting Minutes
  - 1. June 21, 2021 – Regular Meeting Minutes
  - 2. July 19, 2021 – Regular Meeting Minutes
  - 3. August 16, 2021 – Regular Meeting Minutes
  - 4. September 7, 2021 – Special Meeting Minutes
- B. Consider Requisitions over \$50,000
- C. Consider Budget Amendments
- D. Consider Approval of Gifts and/or Donations
- E. Annual Investment Report
- F. Consider District Student Code of Conduct for 2021-2022 School Year
- G. Consideration of Approval for a Utility Easement and Right of Way to HILCO Electric Cooperative, Inc. to Provide Service to Coleman Elementary
- H. Consider Creating New Position - Coordinator of Testing and Accountability

Tami Tobey moved, seconded by Matt Sanders, to approve the Consent Agenda as presented. The motion passed with a vote of 6-0.

#### VI. INFORMATION ITEMS

- A. Receive 2Q2021 Demographic and Enrollment Report  
Brent Alexander with School District Strategies presented the 2Q2021 Demographic and Enrollment Report.
- B. Discuss Construction Projects at Multi-Purpose Stadium  
Information was shared regarding the proposed project for constructing the MISD Athletic Office and meeting space at the current Multi-purpose Stadium. Based upon discussion, the bids for this item will be brought back to the Board for action at the December meeting.
- C. Discuss the Construction of Additional Seating at the Multi-Purpose Stadium and Revisions to Existing Restrooms  
Staff provided information regarding additional seating at the Multi-purpose stadium. Based upon discussion, the bids for this item will be brought back to the Board for action at the December meeting.
- D. Review Monthly Business Reports  
Monthly business reports were presented.
- E. Receive Monthly COVID Update  
Dr. Shorr Heathcoate provided an update on the current COVID cases and current mitigations being implemented.

Administration will bring the option for additional staff leave days to be considered at the October meeting.

VII. ADMINISTRATION & HUMAN RESOURCES

A. Consider Selection of Legal Counsel

Gary Vineyard moved, seconded by Andrea Walton, to approve Walsh Gallegos, Abernathy, and Eichelbaum as legal counsel for MISD. The motion passed with a vote of 4-0-2. Matt Sanders and Bobby Soto abstaining from the vote.

B. Consider Selection of 2022 Graduation Venue

Eduardo Gonzalez moved, seconded by Tami Tobey, to approve graduation for both MHS and HHS to be held at the Mansfield Performing Arts Center on May 29, 2022. In the event of any unforeseen restrictions, the Multi-Purpose stadium can/will be used as a backup. The motion passed with a vote of 6-0.

VIII. BUSINESS & FINANCE

A. Consider an Order Defeasing and Calling Certain Bonds for Redemption and Other Matters Relating to Midlothian Independent School District Variable Rate Unlimited Tax School Building Bonds Series 2017-B

Andrea Walton moved, seconded by Gary Vineyard, to approve the Order defeasing and calling certain bonds for redemption and other matters relating to Midlothian Independent School District variable rate unlimited tax refunding bonds, Series 2017-B. The motion passed with a vote of 6-0.

B. Consider Amending the 2012-2022 Budget to Include Tax Calculations Worksheets

Tami Tobey moved, seconded by Matt Sanders, to amend the 2021-2022 Budget by inserting the final Truth in Taxation worksheet with no changes to the budget numbers. The motion passed with a vote of 6-0.

C. Consider the Adoption of the 2021-2022 Tax Rates

Matt Sanders moved, seconded by Gary Vineyard, that the property tax rate be increased by the adoption of a total tax rate of \$1.3520, which is effectively a 5.69% increase in the total tax rate when compared to the "no new revenues" tax rate. The motion passed with a vote of 6-0.

D. Consider Recommendation and Submission of Names for Consideration for the 2022/2023 Ellis County Appraisal Board Election

Tami Tobey moved, seconded by Bobby Soto, to nominate John Knight, Dani Mukelroy, and Ken Marks for the 2022/2023 Ellis County Appraisal Board. The motion passed with a vote of 6-0.

IX. CURRICULUM & INSTRUCTION

A. Consider Trustee Recommendation for SHAC Committee Members for 2021/2022

Tami Tobey moved, seconded by Bobby Soto, to add the names of Kathy Pederson, Kiana Drury, Emily Forbes, Laura Hunt, and Rachel Hallmark to the 2021/2022 SHAC Committee. The motion passed with a vote of 6-0.

- B. Consider Resolution Authorizing the SHAC to Make Recommendations for Human Sexuality Instruction

Tami Tobey moved, seconded by Bobby Soto, to authorize the School Health Advisory Committee, the authority to make recommendations on the district's human sexuality instruction. The motion passed with a vote of 6-0.

The Board moved out of open session at 8:38 pm under Texas Government Code 551.071, 072, 074, 082 and 0821.

- X. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Gov't Code Ch. 551.
- A. Consultation with Board Counsel, Texas Government Code 551.071 - Regarding Personnel and Student Issues, Board Communications and Procedures, Board Committees, Pending Complaints or Disputes, and Other Issues as Permitted by Law.
  - B. Personnel, Texas Government Codes 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; including development of the Superintendent's evaluation process
  - C. Deliberation Regarding the Purchase, Exchange, Lease, or Value of Real Property, Texas Government Code 551.072
  - D. Deliberation Regarding Safety and Security Update, Texas Government Code 551.076
  - E. Deliberation Regarding Students, Texas Government Code 551.082, 551.0821
    - 1. Discipline Issues
    - 2. Non-Discipline Issues
- XI. RECONVENE TO OPEN SESSION
- The Board moved out of closed session and into open session at 10:04 pm.
- XII. Consider Agenda Items/Topics for Upcoming Meetings
- XIII. ADJOURNMENT OF MEETING
- The meeting adjourned at 10:06 pm.

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Board President

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Board Secretary

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October 18, 2021

Date

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Minutes of Special Meeting  
The Board of Trustees  
October 4, 2021 / 5:40 pm

**Board Members Present:** Eduardo Gonzalez   Gary Vineyard   Andrea Walton  
Matt Sanders   Tami Tobey

**Board Members Absent:** Richard Pena   Bobby Soto

**MISD Staff Present:** Jo Ann Fey

**TASB Facilitator:** Orin Moore

I. FIRST ORDER OF BUSINESS

- a. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

The meeting was called to order at 5:30 pm.

II. INTRODUCTION OF MEETING

- A. Invocation  
Tami Tobey gave the invocation.
- B. Pledges of Allegiance  
Eduardo Gonzalez led the participants in the pledges of allegiance.

III. PUBLIC COMMENT

There was no public comment for this meeting.

IV. DISCUSSION / ACTION ITEMS

- A. Consider to Approve Resolution for COVID Positive Staff Members to Receive 10 days of Leave  
  
Tami Tobey moved, seconded by Matt Sanders, to approve the resolution allowing MISD employees who test positive for COVID-19 up to 10 days of COVID leave. The motion passed with a vote of 5-0.
- B. Team of 8 Training (This item may be moved into closed session pursuant to Tex. Gov't Code 551.074 at the discretion of the Board.)

The Board moved out of open session at 5:34 pm and into closed session at 5:38 pm under Texas Government Code Chapter 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.0821, 551.083, and 551.084.

- V. CLOSED SESSION as authorized by the Texas Open meetings Act, Texas Government Code Chapter 551.
- VI. RECONVENE TO OPEN SESSION  
The Board moved out of closed session and into open session at 9:47 p.m.
- VII. Action, if any, on Items Discussed in Clsoed Session
- VIII. ADJOURNMENT OF MEETING  
The meeting adjourned at 9:48 pm.

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Board President

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Board Secretary

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October 18, 2021

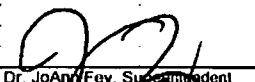
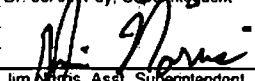
Date

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>
<b>Item:</b>	<b>Quarterly Investment Report</b>
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>Board Policy CDA (LEGAL) requires the District investment officer to prepare a written report of investment transactions for all funds covered under the Public Funds Investment Act. This report shall be presented to the Board and Superintendent not less than quarterly, within a reasonable time after the end of the period.</p> <ul style="list-style-type: none"> <li>• Total Cash Balances decreased from last quarter due to less tax collections and payments for construction projects from the 2016 Bond Funds.</li> <li>• Total Interest earned this quarter was \$6,956.45, which is more than the prior quarter by \$2,342.75. Interest rates have increased slightly this quarter. The cash balance decreased by approximately \$12.4 million due to payments for construction projects from the 2016 Bond Funds.</li> <li>• The decrease in interest rates are as follows- Lone Star rates decreased from last quarter from 0.0053% to 0.0051%, TexPool rates increased from 0.012% to 0.023% and First Financial increased from 0.020% to 0.039%.</li> </ul> <p>A detailed report is presented covering the quarter beginning July 1, 2021 and ending September 30, 2021.</p>
<b>Fiscal Impact/Budget Function Code:</b>	None
<b>Policy:</b>	CDA (LEGAL)
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.
<b>Administration Recommended Option:</b>	The Administration recommends the Board approve the quarterly investment report as presented.
<b>Motion:</b>	Presented as a consent Item: If the item is pulled from the consent agenda, the motion might be: "I move that the quarterly investment report be approved as presented."
<b>Presenter:</b>	Jim Norris



Midlothian ISD Investments 7/01/2021 - 9/30/2021

	Balance at 07/01/21	Deposits	Withdrawals	Interest	Balance at 09/30/21	Fund Totals	First Financial Checking & MMA	Lone Star	TexPool	Total
<b>Fund 163 Payroll</b>										
Checking Account-FFB	74,200.79	17,978,101.73	(18,000,940.75)	68.10	51,429.87	51,429.87	51,429.87			
						51,429.87				
<b>Fund 199 General Fund</b>										
Worker Comp Checking Account-FFB	42.06	100.00	(127.00)	0.00	15.06		15.06			
Lone Star Investment Pool	2,127,216.37	338,321.60	(1,000,000.00)	24.03	1,465,562.00			1,465,562.00		
TexPool	29,882,739.30	35,866,213.99	(43,237,548.47)	1,345.02	22,512,749.84	23,978,326.90			22,512,749.84	
<b>Fund 240 Food Service</b>										
Money Market account-FFB	68,088.14	128,193.60	(171,550.91)	5.60	24,736.43		24,736.43			
TexPool	850,885.32	368,891.12	(22,476.68)	49.67	1,197,349.43	1,222,085.86			1,197,349.43	
<b>Fund 461 Campus Activity</b>										
TexPool	781,274.55	75,407.47	(21,896.74)	47.38	834,832.66	834,832.66			834,832.66	
<b>Fund 499 Child Care</b>										
TexPool	198,169.38	7,875.24	(77,886.09)	8.87	128,167.40	128,167.40			128,167.40	
<b>Fund 599 Interest &amp; Sinking (Debt Service)</b>										
Lone Star Investment Pool	7,372,798.36	184,639.57	0.00	98.48	7,557,534.41		7,557,534.41			
TexPool	9,301,814.49	0.00	(8,008,603.85)	241.73	1,293,452.37	8,850,986.78			1,293,452.37	
<b>Fund 684 Construction</b>										
2017 Bonds Retainage	1,541,164.48	854,867.13	(121,739.06)	104.67	2,274,397.22					
2018 Series	2,724,295.05	0.00	(2,724,335.96)	40.91	(0.00)					
2020 Series	86,690,010.30	72.90	(16,277,372.60)	4,649.73	70,417,360.33	72,691,757.55			72,691,757.55	
<b>Multi-fund Checking Account</b>										
First Financial	1,803,861.27	46,178,291.10	(44,151,656.78)	274.26	3,830,769.85	3,830,769.85	3,830,769.85			
						3,830,769.85				
<b>TOTALS</b>	<b>123,989,118.75</b>	<b>101,980,975.45</b>	<b>(133,816,134.89)</b>	<b>6,956.45</b>	<b>111,588,356.87</b>	<b>111,588,356.87</b>	<b>3,906,951.21</b>	<b>9,023,096.41</b>	<b>98,658,309.25</b>	<b>111,588,356.87</b>
							0.039%	0.051%	0.023%	
<p>The investments listed above comply with the District's investment policy as defined in CDA (Local) and with relevant provisions of the Government Code, Chapter 2256.</p> <p>Prepared by:  Dr. JoAnn Fey, Superintendent</p> <p> Jim Morris, Asst. Superintendent for Finance and Operations</p>										

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Requisitions over \$50,000</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.</p> <p>The following attached 21-22 requisitions require Board approval:</p> <ul style="list-style-type: none"> <li>• Waxahachie ISD Career &amp; Technology School – Cosmetology and Automotive Classes - \$62,532.38 – General Fund</li> <li>• E-Rate Central – provide services to file all e-rate documentation - \$67,750 – General Fund</li> <li>• Apple, Inc. – replace existing computer labs at MHS - \$115,860 – ESSER Supplemental Funds</li> <li>• Walsh Gallegos Trevino Kyle &amp; Robinson – Legal Fees - \$71,000 – General Fund</li> </ul>	
<b>Fiscal Impact/Budget Function Code:</b>	These requisitions are budgeted from the General Fund and ESSER Supplemental Funds.	
<b>Policy:</b>	CH (Local)	
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
<b>Administration Recommended Option:</b>	It is the Administration’s recommendation that the requisitions of \$50,000 or over be approved.	
<b>Motion:</b>	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: “I make a motion to approve the requisitions of \$50,000 or over as presented.”	
<b>Presenter:</b>	Jim Norris	

PO DATE

09/15/2021

## PURCHASE ORDER

INVOICE TO:  
Midlothian ISD  
Attn: Accounts Payable  
100 Walter Stephenson Rd  
Midlothian, TX 76065  
469-856-5000  
accounts\_payable@mid.gs

PURCHASE ORDER NUMBER

0222200042

PRINTED 09/23/2021  
\*REPRINTED PO\*

VENDOR KEY : WAXAHACH003  
SHIP DATE : 09/15/2021  
FISCAL YEAR : 2021-2022  
ENTERED BY : BUCKNKM000  
ORIGINAL REQ # : 0000102781

**VENDOR:**  
WAXAHACHIE ISD CAREER & TECHNOLOGY SCHOO  
411 GIBSON ST  
WAXAHACHIE, TX 75165

**SHIP TO:**  
THE MILE - MISD  
711 W AVENUE I  
MIDLOTHIAN, TX 76065

ATTN: KIMBRA BUCKNER

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		CAREER & TECHNICAL EDUCATION TUITION FOR COSMOTOLOGY AND AUTOMOTIVE STUDENTS 2021-2022		
12		INTRO COSMOTOLOGY (ONE CREDIT) - MHS	688.01000	8,256.12
4		INTRO COSMOTOLOGY (ONE CREDIT) - HHS	688.01000	2,752.04
12		COSMOTOLOGY1 (2 CREDITS) - MHS	1561.34000	18,736.08
4		COSMOTOLOGY1 (2 CREDITS) - HHS	1561.34000	6,245.36
9		COSMOTOLOGY 2 (2 CREDITS) - MHS	1561.34000	14,052.06
5		COSMOTOLOGY 2 (2 CREDITS) - HHS	1561.34000	7,806.70
2		AUTOMOTIVE 2 (2 CREDITS) - MHS	1561.34000	3,122.68
1		AUTOMOTIVE 2 (2 CREDITS) - HHS	1561.34000	1,561.34
ACCOUNT SUMMARY (FOR INTERNAL USE)				
ACCOUNT NUMBER		ACCOUNT AMOUNT		
199 E 11 6222 00 001 0 22 867		44,166.94		
199 E 11 6222 00 003 0 22 867		18,365.44		
CommCode: Tuition - Student				
Exempt from State and Federal Taxes FEIN 75-8002070			PAGE TOTAL TOTAL	62,532.38 62,532.38

Exempt from State and Federal Taxes  
FEIN 75-6002070

PURCHASE APPROVED BY:

Business Office

<b>REQ DATE</b>
<b>09/28/2021</b>

<b>REQUISITION NUMBER</b>
<b>0000103091</b>

PRINTED 09/29/2021

VENDOR KEY : E-RATE C000  
SHIP DATE : 09/28/2021  
FISCAL YEAR : 2021-2022  
ENTERED BY : WORLEVAN000  
ORIGINAL REQ # : 0000103091

**VENDOR:**  
**E-RATE CENTRAL**  
400 POST AVENUE STE 410  
WESSTBURY, NY 11590-2291

**SHIP TO:**  
**MIDLOTHIAN I.S.D.**  
100 WALTER STEPHENSON ROAD  
MIDLOTHIAN, TX 76065

ATTN: VANYA WORLEY

Contract Nbr: TIPS

The Interlocal Purchasing System (Reporting Required)

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	EACH	***FOR BOARD APPROVAL OCTOBER 18, 2021 - TECHNOLOGY DISTRICT - ERATE ECF FUNDING SERVICES 2021-22 - TIPS ECF consulting services Not to Exceed 2021/2022 The actual fee will determined once a commitment has been made by USAC and may be lower than this amount. E-Rate Central will invoice you once a commitment has been made on your ECF application	54750.00000	54,750.00
1	EACH	SUPPORT SERVICES FOR THE TERM OF JULY 1, 2021 THROUGH JUNE 30, 2026 - The multi-year fee was calculated by considering your entity's projected five-year Category 1 expenditures and the available Category 2 five-year budget. Using these estimates, we expect you will receive \$1.1 Million over five years which averages to about \$215 thousand per year. After considering all of this, we are offering a fee of \$13,000 per year for services through June 30, 2026. This option mitigates the fluctuation of the fee from year to year due to a particularly large C1 or C2 project and provides budget predictability. The \$13,000 fee will be invoiced annually. PRICING PER QUOTE MID ECF 2:  TECHNOLOGY DISTRICT  ***PLEASE SEND PO TO VANYA WORLEY - TECHNOLOGY - THANK YOU!***  ACCOUNT SUMMARY (FOR INTERNAL USE)	13000.00000	13,000.00
CONTINUED ON NEXT PAGE			<b>PAGE TOTAL</b>	67,750.00
			<b>TOTAL</b>	67,750.00

This is a Requisition and not an official Purchase Order.  
The District is not financially responsible for the  
unauthorized purchases made with a Requisition.

<b>REQ DATE</b>
<b>09/28/2021</b>

<b>REQUISITION NUMBER</b>
<b>0000103091</b>

PRINTED 09/29/2021

VENDOR KEY : E-RATE C000  
SHIP DATE : 09/28/2021  
FISCAL YEAR : 2021-2022  
ENTERED BY : WORLEVAN000  
ORIGINAL REQ # : 0000103091

**VENDOR:**  
E-RATE CENTRAL  
400 POST AVENUE STE 410  
WESSTBURY, NY 11590-2291

**SHIP TO:**  
MIDLOTHIAN I.S.D.  
100 WALTER STEPHENSON ROAD  
MIDLOTHIAN, TX 76065

ATTN: VANYA WORLEY

Contract Nbr: TIPS

The Interlocal Purchasing System (Reporting Required)

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		ACCOUNT NUMBER		ACCOUNT AMOUNT
		199 E 53 6299 00 999 0 99 999		67,750.00
		CommCode: E-Rate		
<b>PAGE TOTAL</b>				0.00
<b>TOTAL</b>				67,750.00

This is a Requisition and not an official Purchase Order.  
The District is not financially responsible for the  
unauthorized purchases made with a Requisition.

REQ DATE

09/29/2021

REQUISITION NUMBER

0000103135

PRINTED 09/29/2021

VENDOR KEY : APPLECOM000  
 SHIP DATE : 09/29/2021  
 FISCAL YEAR : 2021-2022  
 ENTERED BY : WORLEVAN000  
 ORIGINAL REQ # : 0000103135

**VENDOR:**  
 APPLE INC  
 PO BOX 846095  
 DALLAS, TX 75284-6095

**SHIP TO:**  
 MIDLOTHIAN I.S.D.  
 100 WALTER STEPHENSON ROAD  
 MIDLOTHIAN, TX 76065

PHONE: (800) 800-2775 FAX: (866) 845-2999

ATTN: VANYA WORLEY

Contract Nbr: DIR

DIR-Texas Dept of Information Resources Contract

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
60	EAH	TEXAS DIR-TSO-3789 - BOARD APPROVED OCTOBER 18, 2021 >\$50K 24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU - Silver Part Number: 212R Configuration: * 065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core GPU, and 16-core Neural Engine * 065-C9H1 16GB unified memory * 065-C9GQ 1TB SSD storage * 065-CCTQ Gigabit Ethernet * 065-CCTT Two Thunderbolt / USB 4 ports * 065-CCTV Two USB-3 ports * 065-C9H8 Magic Mouse * 065-C171 None * 065-C172 None * 065-C9HF Magic Keyboard with Touch ID - US English * 065-C9HV Accessory Kit PRICING PER QUOTE 2210562833  MHS - LAB REFRESH - PRESTON  ***PLEASE SEND PO TO VANYA WORLEY - TECHNOLOGY - THANK YOU!***  ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER ACCOUNT AMOUNT 283 E 11 6397 01 999 0 11 000 115,860.00  CommCode: Computer Hardware	1931.00000	115,860.00
			<b>PAGE TOTAL</b>	115,860.00
			<b>TOTAL</b>	115,860.00

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 The District is not financially responsible for the  
 unauthorized purchases made with a Requisition.

REQ DATE

10/05/2021

REQUISITION NUMBER

0000103272

PRINTED 10/05/2021

VENDOR KEY : WALSH 000  
SHIP DATE : 10/05/2021  
FISCAL YEAR : 2021-2022  
ENTERED BY : MCGRETHER001  
ORIGINAL REQ # : 0000103272

**VENDOR:**  
WALSH GALLEGOS TREVINO KYLE & ROBINSON P.  
PO BOX 2156  
AUSTIN, TX 78768

**SHIP TO:**  
MIDLOTHIAN I.S.D.  
100 WALTER STEPHENSON ROAD  
MIDLOTHIAN, TX 76065

PHONE: (512) 454-6864

ATTN: THEDA MCGREW

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1		MISD vendor: RFQ 2021-025 for Legal Services awarded on 9/18/2021 2021 - 2022 Open Purchase Order for billing legal expenses during the year. This PO begins on or after 10/05/2021. ***PLEASE RETURN PO TO THEDA MCGREW***  <div> <div>ACCOUNT SUMMARY (FOR INTERNAL USE)</div> <div> ACCOUNT NUMBER  199 E 41 6211 00 702 0 99 702 </div> <div> ACCOUNT AMOUNT  71,000.00 </div> </div>	71000.00000	71,000.00
			<b>PAGE TOTAL</b>	71,000.00
			<b>TOTAL</b>	71,000.00

This is a Requisition and not an official Purchase Order.  
The District is not financially responsible for the  
unauthorized purchases made with a Requisition.

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>
<b>Item:</b>	<b>2021-2022 Budget Amendment</b>
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The following amendments have been presented to the Board for consideration for October 2021:</p> <p style="text-align: center;"><b><u>General Fund</u></b></p> <ul style="list-style-type: none"> <li>• Transfer \$1,000 from Instructional Administration to Staff Development for travel for Special Ed.</li> <li>• Revise budget for expected e-rate money to be received on MPowered devices. This will allow the District to pay off the leases on the devices in full.</li> </ul>
<b>Fiscal Impact/Budget Function Code:</b>	None
<b>Policy:</b>	<b>CE (Legal), CE (Local)</b>
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.
<b>Administration Recommended Option:</b>	It is the Administration's recommendation that the amendments be approved.
<b>Motion:</b>	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the budget amendments to the 2021-2022 budget as presented."
<b>Presenter:</b>	Jim Norris



Adopted/Amended Budgets for Funds 170, 180, and 199 (Library, Athletics, General Fund)

	<u>% OF BUDGET</u>	<u>ORIGINAL BUDGET TOTALS</u>	<u>PREVIOUS AMENDMENTS</u>	<u>THIS AMENDMENT</u>	<u>AMENDED BUDGET TOTALS</u>	<u>% OF BUDGET</u>
Revenues						
57 Local	56.77%	\$65,058,602	\$0	\$3,920,135 [2]	\$68,978,737	58.40%
58 State	39.55%	\$45,318,820	\$0	\$0	\$45,318,820	38.37%
59 Federal	1.32%	\$1,516,000	\$0	\$0	\$1,516,000	1.28%
79 Other Resources	2.36%	\$2,700,000	\$0	(\$400,000) [2]	\$2,300,000	1.95%
Total Revs FY21-22	100.00%	<u>\$114,593,422</u>	<u>\$0</u>	<u>\$3,520,135</u>	<u>\$118,113,557</u>	100.00%
Expenditures						
FUNCTION						
11 Instruction	50.84%	\$58,250,909	\$63,132	\$1,144,777 [2]	\$59,458,818	50.37%
12 Media Services	0.98%	\$1,124,511	\$0	\$0	\$1,124,511	0.95%
13 Staff Development	1.49%	\$1,702,734	\$6,430	\$1,000 [1]	\$1,710,164	1.45%
21 Instructional Administration	0.90%	\$1,033,426	\$0	(\$1,000) [1]	\$1,032,426	0.87%
23 School Leadership	4.48%	\$5,137,572	\$0	\$0	\$5,137,572	4.35%
31 Counseling Services	3.00%	\$3,440,161	\$0	\$0	\$3,440,161	2.91%
32 Social Work Services	0.00%	\$0	\$0	\$0	\$0	0.00%
33 Health Services	0.97%	\$1,114,250	\$500	\$0	\$1,114,750	0.94%
34 Transportation	2.22%	\$2,539,809	\$0	\$0	\$2,539,809	2.15%
36 Extra/Co-Curricular Activities	3.92%	\$4,491,429	(\$19,200)	\$0	\$4,472,229	3.79%
41 Central Administration	3.35%	\$3,841,691	\$0	\$0	\$3,841,691	3.25%
51 Maintenance	8.77%	\$10,052,719	\$0	\$0	\$10,052,719	8.51%
52 Security	1.37%	\$1,575,645	\$0	\$0	\$1,575,645	1.33%
53 Data Processing	1.80%	\$2,065,393	(\$50,862)	\$67,750 [2]	\$2,082,281	1.76%
61 Community Services	0.00%	\$0	\$0	\$0	\$0	0.00%
71 Debt Service	0.00%	\$0	\$0	\$2,307,608 [2]	\$2,307,608	1.95%
81 Facilities	0.00%	\$0	\$0	\$0	\$0	0.00%
95 JJAEP	0.07%	\$75,000	\$0	\$0	\$75,000	0.06%
97 Payments to Tax Increment Fund	15.26%	\$17,486,573	\$0	\$0	\$17,486,573	14.80%
99 Tax Costs	0.58%	\$661,600	\$0	\$0	\$661,600	0.56%
Total Exps FY21-22	100.00%	<u>\$114,593,422</u>	<u>\$0</u>	<u>\$3,520,135</u>	<u>\$118,113,557</u>	100.00%
Budgeted Increase / (Decrease) to Fund Balance						
		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	

[1] Transfer \$1,000 from Instructional Administration to Staff Development for travel for Special Ed.

[2] Revise budget for expected e rate money to be received on Mpowered devices. This will allow the District to pay off the leases on devices in full.

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Request to Issue RFP for Networking Services and Equipment</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district:</p> <ul style="list-style-type: none"> <li>(1) Competitive bidding for services other than construction services;</li> <li>(2) Competitive sealed proposals for services other than construction services;</li> <li>(3) A request for proposals, for services other than construction services;</li> <li>(4) An interlocal contract</li> <li>(5) A method provided by Chapter 2267, Government code, for construction services;</li> <li>(6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or</li> <li>(7) The formation of a political subdivision corporation under Section 304.001, Local Government Code.</li> </ul> <p>The district plans to seek bids on networking services and equipment to provide network switches, wireless access points, VOIP telephones, uninterruptible power supplies and any other required supporting equipment. This equipment will ensure connectivity and communication for Jean Coleman Elementary, the MISD Stadium expansion and other projects as needed. At the conclusion of the bid process a recommendation will be proposed to the school board for approval.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	Bond Funds	
<b>Policy:</b>	CH	
<b>District Goal:</b>	Provide facilities that create an innovative learning environment using district resources in the most efficient manner.	
<b>Administration Recommended Option:</b>	It is the Administration's recommendation that the board approve the request to seek bids for Networking Services and Equipment.	
<b>Motion:</b>	A motion might be: "I move to approve the Administration's request to seek bids for Networking Services and Equipment"	
<b>Presenter:</b>	Leslie Garakani	

Bottom of Form

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Request to Issue RFP for Classroom Audio Visual and Multimedia Systems</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district:</p> <ol style="list-style-type: none"> <li>(1) Competitive bidding for services other than construction services;</li> <li>(2) Competitive sealed proposals for services other than construction services;</li> <li>(3) A request for proposals, for services other than construction services;</li> <li>(4) An interlocal contract</li> <li>(5) A method provided by Chapter 2267, Government code, for construction services;</li> <li>(6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or</li> <li>(7) The formation of a political subdivision corporation under Section 304.001, Local Government Code.</li> </ol> <p>The district plans to seek bids on Classroom Audio Visual and Multimedia Systems for Jean Coleman Elementary, the MISD Stadium expansion and other projects as needed. At the conclusion of the bid process a recommendation will be proposed to the school board for approval.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	Bond Funds	
<b>Policy:</b>	CH	
<b>District Goal:</b>	Provide facilities that create an innovative learning environment using district resources in the most efficient manner.	
<b>Administration Recommended Option:</b>	It is the Administration's recommendation that the board approve the request to seek bids for Networking Services and Equipment.	
<b>Motion:</b>	A motion might be: "I move to approve the Administration's request to seek bids for Networking Services and Equipment"	
<b>Presenter:</b>	Leslie Garakani	

Bottom of Form

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Request to Issue RFP for Heritage Auditorium Production AV Systems Equipment</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district:</p> <ol style="list-style-type: none"> <li>(1) Competitive bidding for services other than construction services;</li> <li>(2) Competitive sealed proposals for services other than construction services;</li> <li>(3) A request for proposals, for services other than construction services;</li> <li>(4) An interlocal contract</li> <li>(5) A method provided by Chapter 2267, Government code, for construction services;</li> <li>(6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or</li> <li>(7) The formation of a political subdivision corporation under Section 304.001, Local Government Code.</li> </ol> <p>The district plans to seek bids for Production AV Systems for the new Heritage Auditorium. At the conclusion of the bid process a recommendation will be proposed to the school board for approval.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	Bond Funds	
<b>Policy:</b>	CH	
<b>District Goal:</b>	Provide facilities that create an innovative learning environment using district resources in the most efficient manner.	
<b>Administration Recommended Option:</b>	It is the Administration's recommendation that the board approve the request to seek bids for Networking Services and Equipment.	
<b>Motion:</b>	A motion might be: "I move to approve the Administration's request to seek bids for Networking Services and Equipment"	
<b>Presenter:</b>	Leslie Garakani	

Bottom of Form

**Midlothian I.S.D. School Board**  
**Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>		
<b>Item:</b>	<b>Consider Donations and Gifts to the District</b>		
<b>Supporting Document(s):</b>	<b>Electronic:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Hard Copy:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Background Information:</b>	According to CDC (LOCAL), "The Board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. All gifts shall be given to the District and not to a particular school. At the discretion of the superintendent or designee, the gift may be used in a particular school."		
<b>Fiscal Impact/Budget Function Code:</b>	MHS Panther Regiment	Semi-trailer valued at \$8,000	MHS Band Boosters
	Heritage Boys' Soccer	\$2,655 monetary Heritage High School Boys Soccer Boosters for the purchase of pop-up goals and rebounders, and for HHS Boys Soccer Coach TASCO membership and travel expenses to the TASCO Convention in Galveston, TX from 11.18-21 - 11.20.21.	Heritage Soccer Boosters
	Running Total for 2021-2022		\$45,160.96
	June, 2022		
	May, 2022		
	April, 2022		
	March, 2022		
	February, 2022		
	January, 2022		
	December		
	November		
	October		\$10,655
	September		\$11,000
	August		\$16,550
July		\$ 6,955.96	
<b>Policy:</b>	CDC (LOCAL)		
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning space		
<b>Administration Recommended Option:</b>	Accept the donations		
<b>Suggested Motion</b>	This is a consent item. If the item is pulled a motion might be: "I make a motion to approve the donation(s) to the District as presented."		
<b>Presenter:</b>	Jo Ann Fey, Ed.D.		

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Approval of the Budget Calendar for 2022-23</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The Proposed 2022-2023 District Budget Calendar is presented for Board of Trustee action this month.</p> <p>The Budget Calendar is prepared each year in order to focus the staff and board members on certain milestone tasks that should be reached in order to prepare and approve the 2022-2023 Budget by June 30, 2022.</p> <p>The staff will continue to work with School District Strategies to arrive at school enrollment projections, which also determine staffing needs. The Texas Legislature should not be session in 2022 so state funding should not cause delays in preparing the budget. The past several years of exceptional tax roll growth is expected to continue so early projections from the estimated tax roll will be used until the final certified value is received in July.</p> <p>The budget process is long and tedious at times but the goal is to build a sound budget, which funds the needs of the district in an efficient and effective manner.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	<b>BAA (Legal), CE (Legal), CE (Local)</b>	
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
<b>Administration Recommended Option:</b>	It will be the Administration's recommendation to approve the calendar as submitted.	
<b>Motion:</b>	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the 2022-2023 Budget Calendar as presented."	
<b>Presenter:</b>	Jim Norris	

## PLANNING CALENDAR FOR THE 2022-2023 BUDGET

<b>Date</b>	<b>Action/Activity</b>	<b>Responsible Party</b>
Monday, October 18, 2021	MISD School Board approves the preliminary 2022-23 Budget Calendar.	MISD School Board
Wednesday, December 15, 2021	Procedures and processes for 2022-23 Budget are finalized.	Finance Office
Monday, January 3, 2022	Assumptions for enrollment, attendance, allotments, and other budget indicators are finalized.	MISD Cabinet and Finance Office
Friday, January 14, 2022	Budget planning materials are distributed to the campuses and department.	Finance Office
Friday, February 4, 2022	Staffing levels with personnel requests are submitted to HR.	MISD Cabinet, Campus and Departmental Personnel
February 7-25, 2022	Budget meetings with campus and department personnel are completed.	MISD Cabinet, Finance Office, Campus and Departmental Personnel
Friday, February 25, 2022	Personnel allocations and preliminary salary schedules are formulated for review.	HR/Finance Offices
Tuesday, March 1, 2022	BUDGET WORKSHOP - Preliminary personnel allocations are presented to the School Board.	HR Office
Wednesday, March 19, 2022	Final budget requests from campuses and departments submitted to Finance Office.	MISD Cabinet, Finance Office, Campus and Departmental Personnel
Monday, March 21, 2022	Final personnel allocations are presented to School Board.	HR Office
Monday, March 21, 2022	Personnel allocations are approved.	MISD School Board
Tuesday, April 5, 2022	BUDGET WORKSHOP - Legislative Update (if any) and Salary Scenarios are presented.	Finance Office
Monday, April 18, 2022	Budget assumptions and key points are presented to the School Board.	Finance Office
Monday, April 18, 2022	Final salary schedules are presented to School Board.	HR Office
Monday, April 18, 2022	Salary schedules are approved.	MISD School Board
Monday, April 25, 2022	MISD receives the estimated certified values from the Ellis County Appraisal District.	Ellis County Appraisal District
Tuesday, May 3, 2022	BUDGET WORKSHOP - Legislative and Budget Progress Update	Finance Office
Monday, May 16, 2022	MISD School Board is presented the preliminary 2022-23 Budget.	Finance Office
Monday, May 16, 2022	MISD School Board sets dates for public hearing for projected budget and proposed tax rates.	MISD School Board
Wednesday, May 18, 2022	MISD submits required notices of public meeting to newspaper for May 26, 2022, publication date.	Finance Office
Thursday, May 26, 2022	MISD publishes required notices of public meeting in local newspaper.	Finance Office
Monday, June 20, 2022	MISD School Board holds public meeting to discuss the proposed 2022-23 Budget and the proposed 2022 tax rate.	MISD School Board
Monday, June 20, 2022	MISD School Board adopts the 2022-23 Budget if desired.	MISD School Board

### **PLANNING CALENDAR FOR THE 2022-2023 BUDGET**

Monday, June 27, 2022	MISD School Board adopts the 2022-23 Budget at a called meeting if budget not adopted on June 20.	MISD School Board
Monday, July 25, 2022	MISD receives the final certified values from the Ellis County Appraisal District	Ellis County Appraisal District
Friday, July 29, 2022	MISD submits required notices of public meeting to newspaper for August 4, 2022 publication date, if needed.	Finance Office
Thursday, August 4, 2022	MISD publishes required notices for the approval of the tax rate, if needed.	Finance Office
Monday, August 15, 2022	MISD School Board adopts 2022 tax rates.	MISD School Board

\* Board workshops to be scheduled as needed



**, Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>MISD Library Board</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>MISD Library Board is an advisory committee charged with the management of the Library. The Library Board is composed of nine (9) voting members including MISD Superintendent of Schools (or designee), the City Manager (or designee), three members appointed by the Midlothian City Council, and three members appointed by the MISD Board of Trustees. The ninth (at large) member is appointed by the other eight (8) members.</p> <p>The members of the Library Board serve three year terms, except the MISD Superintendent (or designee) and City Manager (or designee) who are permanent members.</p> <p>The Library Board meets quarterly at the Library.</p> <p>MISD updated members for 2021-22 are:</p> <ul style="list-style-type: none"> <li>● Shelle Blaylock, Superintendent of Schools designee</li> <li>● Kalee McMullen, MHS Principal, district designee</li> <li>● Tanesha Yusuf, ELAR &amp; Library Media, district designee</li> <li>● Rhonda Byler, MISD Retired Teacher, district designee</li> </ul>	
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Policy:</b>	NA	
<b>District Goal:</b>	GOAL 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
<b>Administration Recommended Option:</b>	It is the administration's recommendation to approve the named MISD individuals for 2021-22	
<b>Motion:</b>	This is a consent agenda item; however, if the item is pulled for discussion, a motion might be, "I move to approve the named MISD Library Board representatives for the 2021-22 school year."	
<b>Presenter:</b>	Shelle Blaylock	

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Adoption of Davis Bacon Prevailing Wage Rates</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>As required by the United States Department of Labor, each construction project shall include the local county's prevailing wage rates in the construction documents.</p> <p>This consent agenda item is for consideration and possible action to adopt the prevailing wage rates published by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. 3141 et seq.), and its subsequent amendments, in connection with District construction projects until superseded by future Board action.</p> <p>Attached: Ellis County Prevailing Wage Rates</p>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	CH (local)	
<b>District Goal:</b>	Facilitate the budget process and building designs through allocated district resources that foster flexible and innovate learning spaces.	
<b>Administration Recommended Option:</b>	It is the recommendation of the Administration that the Board approve adoption of the prevailing wage rates published by the United States Department of Labor with the Davis-Bacon Act (40 U.S.C. 3141 et seq.), and its subsequent amendments, in connection with district construction projects until superseded by future Board action.	
<b>Motion:</b>	This is presented as a consent agenda item; if pulled, a motion might be: "I approve the adoption of the prevailing wages rates published by the United States Department of Labor with the Davis-Bacon Act (40 U.S.C. 3141 et seq.) and its subsequent amendments, in connection with District construction projects".	
<b>Presenter:</b>	Rola Fadel	

"General Decision Number: TX20210246 07/02/2021

Superseded General Decision Number: TX20200246

State: Texas

Construction Type: Building

County: Ellis County in Texas.

BUILDING CONSTRUCTION PROJECTS (does not include single family homes or apartments up to and including 4 stories).

Note: Under Executive Order (EO) 13658, an hourly minimum wage of \$10.95 for calendar year 2021 applies to all contracts subject to the Davis-Bacon Act for which the contract is awarded (and any solicitation was issued) on or after January 1, 2015. If this contract is covered by the EO, the contractor must pay all workers in any classification listed on this wage determination at least \$10.95 per hour (or the applicable wage rate listed on this wage determination, if it is higher) for all hours spent performing on the contract in calendar year 2021. If this contract is covered by the EO and a classification considered necessary for performance of work on the contract does not appear on this wage determination, the contractor must pay workers in that classification at least the wage rate determined through the conformance process set forth in 29 CFR 5.5(a)(1)(ii) (or the EO minimum wage rate, if it is higher than the conformed wage rate). The EO minimum wage rate will be adjusted annually. Please note that this EO applies to the above-mentioned types of contracts entered into by the federal government that are subject to the Davis-Bacon Act itself, but it does not apply to contracts subject only to the Davis-Bacon Related Acts, including those set forth at 29 CFR 5.1(a)(2)-(60). Additional information on contractor requirements and worker protections under the EO is available at [www.dol.gov/whd/govcontracts](http://www.dol.gov/whd/govcontracts).

Modification Number	Publication Date
0	01/01/2021
1	03/12/2021
2	07/02/2021

ASBE0021-011 08/01/2017

	Rates	Fringes
ASBESTOS WORKER/HEAT & FROST INSULATOR (Duct, Pipe and Mechanical System Insulation)....	\$ 25.87	7.23

BOIL0074-003 01/01/2017

	Rates	Fringes
BOILERMAKER.....	\$ 28.00	22.35

CARP1421-002 04/01/2016

	Rates	Fringes
MILLWRIGHT.....	\$ 26.60	8.65

ELEV0021-006 01/01/2021

	Rates	Fringes
ELEVATOR MECHANIC.....	\$ 44.02	36.365

## FOOTNOTES:

A. 6% under 5 years based on regular hourly rate for all hours worked. 8% over 5 years based on regular hourly rate for all hours worked.

B. New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving Day, Christmas Day, and Veterans Day.

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ENGI0178-005 06/01/2020

	Rates	Fringes
POWER EQUIPMENT OPERATOR		
(1) Tower Crane.....	\$ 32.85	13.10
(2) Cranes with Pile Driving or Caisson Attachment and Hydraulic Crane 60 tons and above.....	\$ 28.75	10.60
(3) Hydraulic cranes 59 Tons and under.....	\$ 32.35	13.10

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\* IRON0263-005 06/01/2020

	Rates	Fringes
IRONWORKER (ORNAMENTAL AND STRUCTURAL).....	\$ 25.14	7.43

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\* PLUM0100-005 05/01/2021

	Rates	Fringes
HVAC MECHANIC (HVAC Unit Installation Only).....	\$ 33.88	13.07
PIPEFITTER (Excludes HVAC Pipe Installation).....	\$ 33.88	13.07

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SUTX2014-022 07/21/2014

	Rates	Fringes
BRICKLAYER.....	\$ 19.89	0.00
CARPENTER, Excludes Drywall Hanging, Form Work, and Metal Stud Installation.....	\$ 16.62	0.00
CAULKER.....	\$ 15.16	0.00
CEMENT MASON/CONCRETE FINISHER...	\$ 13.21	0.00
DRYWALL HANGER AND METAL STUD INSTALLER.....	\$ 15.42	0.00
ELECTRICIAN (Alarm Installation Only).....	\$ 20.93	3.86

ELECTRICIAN (Communication Technician Only).....	\$ 17.62	2.92
ELECTRICIAN (Low Voltage Wiring Only).....	\$ 17.97	2.63
ELECTRICIAN, Excludes Low Voltage Wiring and Installation of Alarms/Sound and Communication Systems.....	\$ 20.65	3.05
FORM WORKER.....	\$ 12.13	0.00
GLAZIER.....	\$ 16.55	3.13
HIGHWAY/PARKING LOT STRIPING: Operator (Striping Machine).....	\$ 10.04	2.31
INSTALLER - SIDING (METAL/ALUMINUM/VINYL).....	\$ 14.74	0.00
INSTALLER - SIGN.....	\$ 15.61	0.00
INSULATOR - BATT.....	\$ 13.00	0.00
IRONWORKER, REINFORCING.....	\$ 12.37	0.00
LABORER: Common or General.....	\$ 12.97	0.00
LABORER: Mason Tender - Brick...	\$ 10.54	0.00
LABORER: Mason Tender - Cement/Concrete.....	\$ 10.75	0.00
LABORER: Pipelayer.....	\$ 13.00	0.35
LABORER: Plaster Tender.....	\$ 12.22	0.00
LABORER: Roof Tearoff.....	\$ 11.28	0.00
LABORER: Landscape and Irrigation.....	\$ 11.09	0.00
LATHER.....	\$ 16.00	0.00
OPERATOR: Backhoe/Excavator/Trackhoe.....	\$ 12.83	0.00
OPERATOR: Bobcat/Skid Steer/Skid Loader.....	\$ 13.93	0.00
OPERATOR: Bulldozer.....	\$ 18.29	1.31
OPERATOR: Drill.....	\$ 15.69	0.50
OPERATOR: Forklift.....	\$ 13.21	0.81
OPERATOR: Grader/Blade.....	\$ 12.96	0.00
OPERATOR: Loader.....	\$ 13.46	0.85
OPERATOR: Mechanic.....	\$ 17.52	3.33
OPERATOR: Paver (Asphalt, Aggregate, and Concrete).....	\$ 18.44	0.00

OPERATOR: Roller.....	\$ 15.04	0.00
PAINTER (Brush, Roller and Spray), Excludes Drywall Finishing/Taping.....		
	\$ 13.21	2.33
PAINTER: Drywall Finishing/Taping Only.....		
	\$ 13.76	2.84
PLASTERER.....	\$ 15.75	0.00
PLUMBER (HVAC Pipe Installation Only).....		
	\$ 22.16	5.46
PLUMBER, Excludes HVAC Pipe Installation.....		
	\$ 22.31	5.18
ROOFER.....	\$ 17.19	0.00
SHEET METAL WORKER (HVAC Duct Installation Only).....		
	\$ 20.88	5.19
SHEET METAL WORKER, Excludes HVAC Duct Installation.....		
	\$ 24.88	5.97
SPRINKLER FITTER (Fire Sprinklers).....		
	\$ 22.94	0.00
TILE FINISHER.....	\$ 11.22	0.00
TILE SETTER.....	\$ 14.25	0.00
TRUCK DRIVER: 1/Single Axle Truck.....		
	\$ 16.40	0.81
TRUCK DRIVER: Dump Truck.....		
	\$ 12.39	1.18
TRUCK DRIVER: Flatbed Truck.....		
	\$ 19.65	8.57
TRUCK DRIVER: Semi-Trailer Truck.....		
	\$ 12.50	0.00
TRUCK DRIVER: Water Truck.....		
	\$ 12.00	4.11
TRUCK DRIVER.....	\$ 16.15	3.46

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WELDERS - Receive rate prescribed for craft performing operation to which welding is incidental.

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Note: Executive Order (EO) 13706, Establishing Paid Sick Leave for Federal Contractors applies to all contracts subject to the Davis-Bacon Act for which the contract is awarded (and any solicitation was issued) on or after January 1, 2017. If this contract is covered by the EO, the contractor must provide employees with 1 hour of paid sick leave for every 30 hours they work, up to 56 hours of paid sick leave each year. Employees must be permitted to use paid sick leave for their own illness, injury or other health-related needs, including preventive care; to assist a family member (or person who is like family to the employee) who is ill, injured, or has other health-related needs, including preventive care; or for reasons

resulting from, or to assist a family member (or person who is like family to the employee) who is a victim of, domestic violence, sexual assault, or stalking. Additional information on contractor requirements and worker protections under the EO is available at [www.dol.gov/whd/govcontracts](http://www.dol.gov/whd/govcontracts).

Unlisted classifications needed for work not included within the scope of the classifications listed may be added after award only as provided in the labor standards contract clauses (29CFR 5.5 (a) (1) (ii)).

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The body of each wage determination lists the classification and wage rates that have been found to be prevailing for the cited type(s) of construction in the area covered by the wage determination. The classifications are listed in alphabetical order of ""identifiers"" that indicate whether the particular rate is a union rate (current union negotiated rate for local), a survey rate (weighted average rate) or a union average rate (weighted union average rate).

#### Union Rate Identifiers

A four letter classification abbreviation identifier enclosed in dotted lines beginning with characters other than ""SU"" or ""UAVG"" denotes that the union classification and rate were prevailing for that classification in the survey. Example: PLUM0198-005 07/01/2014. PLUM is an abbreviation identifier of the union which prevailed in the survey for this classification, which in this example would be Plumbers. 0198 indicates the local union number or district council number where applicable, i.e., Plumbers Local 0198. The next number, 005 in the example, is an internal number used in processing the wage determination. 07/01/2014 is the effective date of the most current negotiated rate, which in this example is July 1, 2014.

Union prevailing wage rates are updated to reflect all rate changes in the collective bargaining agreement (CBA) governing this classification and rate.

#### Survey Rate Identifiers

Classifications listed under the ""SU"" identifier indicate that no one rate prevailed for this classification in the survey and the published rate is derived by computing a weighted average rate based on all the rates reported in the survey for that classification. As this weighted average rate includes all rates reported in the survey, it may include both union and non-union rates. Example: SULA2012-007 5/13/2014. SU indicates the rates are survey rates based on a weighted average calculation of rates and are not majority rates. LA indicates the State of Louisiana. 2012 is the year of survey on which these classifications and rates are based. The next number, 007 in the example, is an internal number used in producing the wage determination. 5/13/2014 indicates the survey completion date for the classifications and rates under that identifier.

Survey wage rates are not updated and remain in effect until a new survey is conducted.

#### Union Average Rate Identifiers

Classification(s) listed under the UAVG identifier indicate that no single majority rate prevailed for those classifications; however, 100% of the data reported for the classifications was union data. EXAMPLE: UAVG-OH-0010 08/29/2014. UAVG indicates that the rate is a weighted union average rate. OH indicates the state. The next number, 0010 in the example, is an internal number used in producing the wage determination. 08/29/2014 indicates the survey completion date for the classifications and rates under that identifier.

A UAVG rate will be updated once a year, usually in January of each year, to reflect a weighted average of the current negotiated/CBA rate of the union locals from which the rate is based.

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#### WAGE DETERMINATION APPEALS PROCESS

1.) Has there been an initial decision in the matter? This can be:

- \* an existing published wage determination
- \* a survey underlying a wage determination
- \* a Wage and Hour Division letter setting forth a position on a wage determination matter
- \* a conformance (additional classification and rate) ruling

On survey related matters, initial contact, including requests for summaries of surveys, should be with the Wage and Hour Regional Office for the area in which the survey was conducted because those Regional Offices have responsibility for the Davis-Bacon survey program. If the response from this initial contact is not satisfactory, then the process described in 2.) and 3.) should be followed.

With regard to any other matter not yet ripe for the formal process described here, initial contact should be with the Branch of Construction Wage Determinations. Write to:

Branch of Construction Wage Determinations  
Wage and Hour Division  
U.S. Department of Labor  
200 Constitution Avenue, N.W.  
Washington, DC 20210

2.) If the answer to the question in 1.) is yes, then an interested party (those affected by the action) can request review and reconsideration from the Wage and Hour Administrator (See 29 CFR Part 1.8 and 29 CFR Part 7). Write to:

Wage and Hour Administrator  
U.S. Department of Labor  
200 Constitution Avenue, N.W.  
Washington, DC 20210

The request should be accompanied by a full statement of the interested party's position and by any information (wage payment data, project description, area practice material, etc.) that the requestor considers relevant to the issue.

3.) If the decision of the Administrator is not favorable, an



interested party may appeal directly to the Administrative Review Board (formerly the Wage Appeals Board). Write to:

Administrative Review Board  
U.S. Department of Labor  
200 Constitution Avenue, N.W.  
Washington, DC 20210

4.) All decisions by the Administrative Review Board are final.

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END OF GENERAL DECISION"

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>School Health Advisory Council (SHAC) Recommendation Related To Human Sexuality Instruction</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The School Health Advisory Committee has held two public meetings on the human sexuality curriculum materials and is ready to make a recommendation to the Board. See attached information related to the human sexuality curriculum instruction recommendations for the following courses and programs:</p> <ul style="list-style-type: none"> <li>• Growing Up: 5th Grade Puberty Talk</li> <li>• 7th and 11th Grade Human Sexuality Curriculum - AIM For Success</li> <li>• Medical Terminology</li> <li>• Health Science Theory</li> <li>• Practicum in Health Science</li> <li>• Human Growth and Development</li> <li>• Anatomy and Physiology</li> </ul>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	BDF (LEGAL), FFA(LOCAL), EHAA(LEGAL)	
<b>District Goal:</b>	Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	
<b>Administration Recommended Option:</b>	The board authorizes the School Health Advisory Committee the authority to make recommendations on the district's human sexuality instruction.	
<b>Motion:</b>	A motion might be, "I move to authorize the curriculum and instruction related to human sexuality based on the recommendation of the School Health Advisory Committee."	
<b>Presenter:</b>	Dr. Al Hemmle, Becky Wiginton	

# Midlothian ISD

## Growing Up: 5th Grade Puberty Talk

5th grade students are separated by gender and watch a video that discusses puberty, the human reproductive system, and the importance of good health and hygiene. Parents can request a viewing of the video by contacting your child's campus nurse. Parent will be notified prior to the presentation and can opt out if desired

Terms and Topics Discussed:

BOYS	GIRLS
Puberty and changes it brings: Begins around 10-17 Penis Testicles Sperm Acne Facial and Pubic Hair Pituitary Gland Testosterone Nocturnal Emission Erection Ejaculation Body Odor Shaving	Puberty and changes it brings Begins around 8-13 Breasts Grow taller Pubic Hair Vagina Period Cramps Egg Estrogen Fallopian Tube Uterus PMS Acne Mood Swings
Body Hygiene and development of good habits	Body Hygiene and development of good habits
Eating Healthy	Eating Healthy
Getting Exercise	Getting Exercise
Plenty of Sleep	Plenty of Sleep
Who to talk to about puberty and changes	Who to talk to about puberty and changes

## ***Aim for Success***

### ***Sexual Health Awareness - Equipping Students to Make Healthy Choices 2021-2022 School Year***

Program includes age-appropriate versions for 6<sup>th</sup> grade, 7<sup>th</sup>-8<sup>th</sup> grade, and 9<sup>th</sup>-12<sup>th</sup> grade.

#### **7<sup>th</sup>-12<sup>th</sup> Grade Outline for a One-Hour Program**

Portions of the program will be omitted if less than one hour.

#### **Introduction / Dreams and Goals**

Choices you make now may affect your future.

Aim Game: Demonstrates staying focused/avoiding distractions will help you reach your dreams and goals.

As suggested by the CDC and directed by the Texas Education Code, sex is best shared in a long term, mutually monogamous relationship, or marriage.

#### **Teen Pregnancy / Contraception**

What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.

While they do help prevent pregnancy, condom use is about 87% effective with typical use, and the birth control pill is about 93% effective with typical use (according to the CDC).

It's never too late to make a different decision and wait from now on. Focus on the future rather than the past.

#### **Sexual Abuse**

Sexual abuse is never the victim's fault. If you are/have been involved in sexual abuse, tell an adult/seek help.

#### **STDs**

According to latest statistics from the CDC, there were about 13 million STD infections in young people ages 15-24 within a year.

STDs can be asymptomatic – no signs, no symptoms, but contagious.

Discussion of HIV/AIDS, Chlamydia, Herpes, and HPV (human papilloma virus).

STDs can be transmitted by oral sex (anal sex included in 9<sup>th</sup>-12<sup>th</sup> grade only).

Demonstration shows how easily STDs spread.

It is important to seek STD testing from a doctor if either person has been involved in sexual activity.

#### **Emotional Hurts**

Psychologists say having sex is the most intimate form of bonding.

Story object lesson: The bond of sex can be powerful. Sex can make it harder to leave, even when a person is in an unhealthy relationship or experiencing teen dating violence.

#### **Sexting**

Students learn the short- and long- term risks of sexting.

Juvenile sexting laws are discussed.

Once you hit send there are no "take backs".

#### **Setting Boundaries**

Determining your boundaries ahead of time helps you know when to say "no".

#### **Conclusion / Survey**

Students recap the risks of having sex outside of a marriage, or long-term, mutually monogamous relationship.

Our surveys as well as the CDC show that most teens are not having sex.

A voluntary, anonymous survey is offered to students. Response averages/comments are sent to the school.

## ***Freedom to Succeed***

### ***What the Law Says About Sexual Activity 2021-2022 School Year***

Program includes age-appropriate versions for 6<sup>th</sup> grade, 7<sup>th</sup>-8<sup>th</sup> grade, and 9<sup>th</sup>-12<sup>th</sup> grade.

#### **7<sup>th</sup>-12<sup>th</sup> Grade Outline for a One-Hour Program**

Portions of the program will be omitted if less than one hour.

#### **Introduction: Dreams and Goals**

Laws are created to protect you and can help you reach your dreams and goals.

#### **Teen Pregnancy and Child Support**

Challenges of teen pregnancy are discussed.

What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.

As suggested by the CDC and directed by the Texas Education Code, sex is best shared in a long term, mutually monogamous relationship, or marriage.

It's never too late to make a different decision and wait from now on. Focus on the future rather than the past.

#### **How does the law define sex?**

Students are given the legal definition of sex which includes any "touching of sexual areas".

Laws are made to protect you. You can protect yourself by being aware of the law.

#### **Criminal Law**

Sexual crimes (as defined in your state) are explained including public lewdness, sexual harassment, indecent exposure, indecency with a child, and sexual assault.

Students hear a story demonstrating how serious the legal consequences of sexual crimes can be.

Demonstration shows how difficult it can be to guess someone's age. Individuals or parents can report sex with an underage person as Sexual Assault or even Aggravated Sexual Assault (legal age of consent by state).

Sexual crimes can result in sex offender registration. Even those under the age of 18 could be required to register as a sex offender.

#### **Sexual Abuse/Teen Dating Violence**

Sexual abuse is never the victim's fault. If you are, or have been, involved in sexual abuse, tell an adult/seek help.

Teen Dating Violence: Legal definition and "red flags" for unhealthy relationships are discussed.

#### **Sexting/Pornography**

Laws regarding pornography and sexting are discussed.

Students learn the short- and long- term risks of sexting.

Juvenile sexting laws and revenge porn laws are discussed.

Once you hit send there are no "take backs".

#### **The Best Protection**

Waiting for sexual activity gives you full protection from teen pregnancy, STDs, and legal consequences.

#### **Conclusion/Survey**

Our surveys as well as the CDC show that most teens are not having sex.

A voluntary, anonymous survey is offered to students. Compiled results and comments are sent to the school.

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Annual Audit Report for Fiscal Year 2020-21</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Background Information:</b>	<p>Education Code Section 44 requires all Texas public school districts to have an annual financial audit performed by an outside independent auditing firm. The audit report must be filed with the Texas Education Agency by the 150<sup>th</sup> day after the end of the fiscal year. Dan Tonn, CPA, from the District's audit firm of Hankins, Eastup, Deaton, Tonn and Seay, PC, Certified Public Accountants, will present information to the Board on the financial results of the 2020-2021 fiscal year.</p> <p>A copy of the audit report has been provided to each board member.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Policy:</b>	CFC Legal	
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
<b>Administration Recommended Option:</b>	It is the Administration's recommendation that the Midlothian ISD Financial Report for the year ended June 30, 2021, be approved as presented.	
<b>Motion:</b>	A motion to that effect might be "I move that Midlothian ISD Financial Report for the year ended June 30, 2021, be approved as presented."	
<b>Presenter:</b>	Jim Norris	

**MIDLOTHIAN INDEPENDENT  
SCHOOL DISTRICT**

**ANNUAL FINANCIAL REPORT FOR THE  
YEAR ENDED JUNE 30, 2021**

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
ANNUAL FINANCIAL REPORT  
FOR THE YEAR ENDED JUNE 30, 2021

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CERTIFICATE OF BOARD

Midlothian Independent School District  
Name of School District

Ellis  
County

070-908  
Co. - Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) \_\_\_\_\_ approved \_\_\_\_\_ disapproved for the year ended June 30, 2021, at a meeting of the Board of Trustees of such school district on the 18th day of October, 2021.

\_\_\_\_\_  
Signature of Board Secretary

\_\_\_\_\_  
Signature of Board President

Members:  
AMERICAN INSTITUTE OF  
CERTIFIED PUBLIC  
ACCOUNTANTS  
TEXAS SOCIETY OF CERTIFIED  
PUBLIC ACCOUNTANTS

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**HANKINS, EASTUP, DEATON,  
TONN & SEAY**  
A PROFESSIONAL CORPORATION  
**CERTIFIED PUBLIC ACCOUNTANTS**

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902 NORTH LOCUST  
P.O. BOX 977  
DENTON, TX 76202-0977  
TEL. (940) 387-8563  
FAX (940) 383-4746

Independent Auditor's Report

To the Board of Trustees  
Midlothian Independent School District  
Midlothian, Texas

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Midlothian Independent School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standard* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Midlothian Independent School District as of June 30, 2021, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis* on pages 5 through 10 and the schedules of Teacher Retirement System pension and OPEB information on pages 56 through 62 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Midlothian Independent School District's basic financial statements. The combining and individual nonmajor fund financial statements and the required TEA schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance, and is also not a required part of the basic financial statements. The combining and individual nonmajor fund financial statements, the required TEA schedules, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, the required TEA schedules, and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2021 on our consideration of Midlothian Independent School District's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Midlothian Independent School District's internal control over financial reporting and compliance.

Hankins, Eastup, Deaton, Tonn & Seay, PC  
Denton, Texas

October 5, 2021

**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEAR ENDED JUNE 30, 2021  
(UNAUDITED)**

As management of Midlothian Independent School District, we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the year ended June 30, 2021. Please read this narrative in conjunction with the independent auditors' report on page 3, and the District's Basic Financial Statements that begin on page 13.

**FINANCIAL HIGHLIGHTS**

- The liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by (\$39,099,276) (*deficit net position*).
- The District's total net position decreased by \$2,351,653 during the current fiscal year from the result of current year operations.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$134,000,141. Approximately 7.7% of this total amount, \$10,318,359, is unassigned and available for use within the District's fund balance policies.
- At the end of the current fiscal period, unassigned fund balance of the general fund was \$10,318,359 or 10.3% of the total general fund expenditures.

**OVERVIEW OF THE FINANCIAL STATEMENTS**

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Position and the Statement of Activities (on pages 13 and 15). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise.

Fund financial statements (starting on page 16) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the District.

The notes to the financial statements (starting on page 27) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The combining statements for nonmajor funds contain even more information about the District's individual funds. The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

## **Reporting the District as a Whole**

### **The Statement of Net Position and the Statement of Activities**

The analysis of the District's overall financial condition and operations begins on page 13. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources at the end of the year while the Statement of Activities includes all revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting (the basis used by private sector companies).

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as tuition received from students from outside the district and grants provided by the U.S. Department of Education to assist children with disabilities or from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets and deferred inflows of resources are reported whether they serve the current year or future years. Liabilities and deferred outflows of resources are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net position and changes in net position. The District's net position provides one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance, its property tax base, and the condition of the District's facilities.

In the Statement of Net Position and the Statement of Activities, we divide the District into two kinds of activities:

- Governmental activities—Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.
- Business-type activities—The District does not have any programs in which it charges a fee to “customers” to help it cover all or most of the cost of services it provides. Thus, the District had no business-type activities during the current fiscal year.

## **Reporting the District's Most Significant Funds**

### **Fund Financial Statements**

The fund financial statements begin on page 16 and provide detailed information about the most significant funds—not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received from the U.S. Department of Education. The District's administration establishes other funds to help it control and manage money for particular purposes (like campus activities). The District's governmental funds use the following accounting approach:

Most of the District's basic services are reported in governmental funds. These use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.

## The District as Trustee

### Reporting the District's Fiduciary Responsibilities

The District is the trustee, or custodian, for money raised by student activities. The District's custodial activity is reported in a separate Statement of Custodial Net Position and Statement of Changes in Custodial Fund Net Position on pages 25 and 26. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in this fund are used for their intended purposes.

### GOVERNMENT-WIDE FINANCIAL ANALYSIS

The analysis below presents both current and prior year data and discusses significant changes in the accounts. Our analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental activities.

Net position of the District's governmental activities decreased from (\$36,747,623) to (\$39,099,276). Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – was (\$17,028,519) at June 30, 2021.

**Table I**  
**NET POSITION**

	Governmental Activities 2021	Governmental Activities 2020
Current and other assets	\$ 151,019,396	\$ 197,013,679
Capital assets, net	359,430,815	331,390,567
Total assets	510,450,211	528,404,246
Deferred outflows of resources	19,528,752	22,066,477
Total assets and deferred outflows of resources	529,978,963	550,470,723
Long-term liabilities	527,085,969	546,188,489
Other liabilities	21,920,022	24,545,554
Total liabilities	549,005,991	570,734,043
Deferred inflows of resources	20,072,248	16,484,303
Total liabilities and deferred inflows of resources	569,078,239	587,218,346
Net Position:		
Net investments in capital assets	(33,950,903)	(31,057,588)
Restricted	11,880,146	12,505,945
Unrestricted	(17,028,519)	(18,195,980)
Total Net Position	\$ (39,099,276)	\$ (36,747,623)

**Table II**  
**CHANGES IN NET POSITION**

	Governmental Activities 2021	Governmental Activities 2020
Revenues:		
Program Revenues:		
Charges for services	\$ 3,790,093	\$ 3,969,283
Operating grants and contributions	13,181,130	8,785,991
General Revenues:		
Maintenance and operations taxes	51,353,864	49,045,334
Debt service taxes	28,258,403	25,266,840
State aid	38,935,338	34,483,929
Grants and contributions not restricted	325,590	1,082,281
Investment earnings	144,945	1,577,092
Miscellaneous	2,776,446	1,284,709
Total Revenue	<u>138,765,809</u>	<u>125,495,459</u>
Expenses:		
Instruction, curriculum and media services	65,974,114	61,293,123
Instructional and school leadership	6,445,102	6,082,343
Student support services	8,258,546	7,594,803
Child nutrition	4,110,260	3,426,591
Extracurricular activities	6,339,623	6,023,982
General administration	3,586,840	3,316,352
Plant maintenance, security and data processing	15,931,680	13,182,011
Community services	530,101	455,439
Debt services	14,537,174	15,288,613
Facilities acquisition & construction	3,515,269	3,721,499
Payments to Tax Increment Fund	11,326,875	7,973,853
Other intergovernmental charges	561,878	535,551
Total Expenses	<u>141,117,462</u>	<u>128,894,160</u>
Increase (decrease) in net position	(2,351,653)	(3,398,701)
Net position at beginning of year	<u>(36,747,623)</u>	<u>(33,348,922)</u>
Net position at end of year	<u><u>\$(39,099,276)</u></u>	<u><u>\$(36,747,623)</u></u>

At the end of the current fiscal year, the District reports deficit balances in net investment in capital assets and in unrestricted net position, while reporting a positive balance in restricted net position. The District's net position decreased by \$2,351,653 during the current fiscal year.

The District showed an increase in revenue of 10.6%. Local tax revenues increased because of a 13.3% increase in taxable values. State Foundation revenue increased due to increased enrollment. Other items that affected the District's 2020-2021 activities were:

- Average daily attendance increased by 3.2%.
- The District's General Fund expenditures increased \$8.4 million. Much of this increase was due to higher personnel costs due to salary increases and new positions required by enrollment growth.
- The District's maintenance and operations (M&O) tax rate decreased from \$0.97 per \$100 valuation to \$0.8898 per \$100 valuation because of tax rate compression required by the new state funding formula. The District's debt service tax rate decreased from \$0.50 per \$100 valuation to \$0.49 per \$100 valuation.

The cost of all governmental activities for the current fiscal year was \$141,117,462. However, as shown in the Statement of Activities on page 15, the amount that our taxpayers ultimately financed for these activities through District taxes was only \$79,612,267 because some of the costs were paid by those who directly benefited from the programs (\$3,790,093) or by other governments and organizations that subsidized certain programs with grants and contributions (\$13,181,130) or by State equalization funding (\$38,935,338).

## **THE DISTRICT'S FUNDS**

As the District completed the year, its governmental funds (as presented in the balance sheet on page 16) reported a combined fund balance of \$134,000,141, which is \$43,657,851 less than last year's total of \$177,657,992. Included in this year's total change in fund balance is an increase of \$769,134 in the District's General Fund, a decrease of \$1,187,554 in the Debt Service Fund, and a decrease of \$43,657,896 in the Capital Projects Fund.

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into three categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in June 2020). The second category includes changes that the Board made during the year to reflect new information regarding revenue sources and expenditure needs. The principal amendments in this case were amendments to reflect additional revenues and personnel and other costs. The third category involves amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

The District's General Fund balance of \$32,938,020 reported on page 20 differs from the General Fund's budgetary fund balance of \$29,787,943 reported in the budgetary comparison schedule on page 24. This is principally due to cost savings achieved during the year based on the final amended budget.

## **CAPITAL ASSETS AND DEBT ADMINISTRATION**

### **Capital Assets**

At June 30, 2021, the District had \$359,430,815 invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance. This amount represents a net increase of \$28,040,248, or 8.5 percent, more than last year.

Major capital asset additions during the year included construction in progress for a new elementary school and other construction projects.



More detailed information about the District's capital assets is presented in Note 4 to the basic financial statements.

#### **Debt Administration**

At year-end, the District had \$482,111,986 in long-term debt outstanding (including accreted interest on bonds) compared to \$496,689,773 last year—a decrease of \$14,577,787. The District's general obligation bond rating is AAA (as a result of guarantees of the Texas Permanent School Fund) according to national rating agencies.

More detailed information about the District's long-term liabilities is presented in Note 5 to the basic financial statements.

### **ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES**

- Total General Fund revenues are expected to be \$10.9 million higher due to enrollment growth and an increase in taxable property values.
- The District's General Fund expenditures are budgeted to increase approximately \$14.4 million because of increased payments to the Tax Increment Fund and higher salaries resulting from salary increases and new positions required by higher enrollment.
- The maintenance and operations tax rate decreased from \$0.8898 per \$100 valuation to \$0.872 per \$100 valuation due to rate compression required by the new State funding formula. The debt service tax rate decreased from \$0.49 per \$100 valuation to \$0.48 per \$100 valuation.
- The 2020-2021 General Fund budget is balanced with both revenues and expenditures of \$114.6 million.

### **CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office at Midlothian Independent School District, 100 Walter Stephenson Road, Midlothian, Texas 75065 (972) 775-8296.

## BASIC FINANCIAL STATEMENTS

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MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
JUNE 30, 2021

EXHIBIT A-1

Data Control Codes	Primary Government Governmental Activities
<b>ASSETS</b>	
1110 Cash and Cash Equivalents	\$ 139,513,139
1220 Property Taxes - Delinquent	1,253,262
1230 Allowance for Uncollectible Taxes	(125,327)
1240 Due from Other Governments	9,300,118
1290 Other Receivables, Net	1,025,277
1300 Inventories	9,547
1410 Prepayments	43,380
Capital Assets:	
1510 Land	8,868,008
1520 Buildings, Net	293,277,596
1530 Furniture and Equipment, Net	21,243,736
1580 Construction in Progress	36,041,475
1000 Total Assets	510,450,211
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
1701 Deferred Charge on Bond Refundings	3,083,667
1705 Deferred Resource Outflows Related to TRS Pension	9,455,033
1706 Deferred Resource Outflows Related to TRS OPEB	6,990,052
1700 Total Deferred Outflows of Resources	19,528,752
<b>LIABILITIES</b>	
2110 Accounts Payable	5,168,774
2140 Accrued Interest Payable	6,028,702
2150 Payroll Deductions and Withholdings	152,771
2160 Accrued Wages Payable	8,812,513
2170 Due to Custodial Funds	709
2200 Accrued Expenses	1,586,577
2300 Unearned Revenue	169,976
Noncurrent Liabilities:	
2501 Due Within One Year: Loans, Note, Leases, etc.	13,953,690
Due in More than One Year:	
2502 Bonds, Notes, Leases, etc.	468,158,206
2540 Net Pension Liability (District's Share)	22,239,581
2545 Net OPEB Liability (District's Share)	22,734,492
2000 Total Liabilities	549,005,991
<b>DEFERRED INFLOWS OF RESOURCES</b>	
2605 Deferred Resource Inflows Related to TRS Pension	3,424,773
2606 Deferred Resource Inflows Related to TRS OPEB	16,647,475
2600 Total Deferred Inflows of Resources	20,072,248
<b>NET POSITION</b>	
3200 Net Investment in Capital Assets	(33,950,903)
Restricted:	
3820 Restricted for Federal and State Programs	829,587
3850 Restricted for Debt Service	11,050,559
3900 Unrestricted	(17,028,519)
3000 Total Net Position	\$ (39,099,276)

The notes to the financial statements are an integral part of this statement.

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MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2021

EXHIBIT B-1

FOR THE YEAR ENDED JUNE 30, 2021

				Net (Expense) Revenue and Changes in Net Position	
Data	Program Revenues				
Control	1	3	4	6	
Codes			Operating Grants and Contributions	Primary Gov. Governmental Activities	
	Expenses	Charges for Services			
Primary Government:					
GOVERNMENTAL ACTIVITIES:					
11	Instruction	\$ 63,123,041	\$ 966,442	\$ 6,229,336	\$ (55,927,263)
12	Instructional Resources and Media Services	1,259,371	9,232	71,058	(1,179,081)
13	Curriculum and Instructional Staff Development	1,591,702	282	227,974	(1,363,446)
21	Instructional Leadership	1,068,685	-	121,749	(946,936)
23	School Leadership	5,376,417	61,892	401,251	(4,913,274)
31	Guidance, Counseling, and Evaluation Services	3,753,765	-	575,267	(3,178,498)
33	Health Services	1,192,281	-	181,466	(1,010,815)
34	Student (Pupil) Transportation	3,312,500	-	782,213	(2,530,287)
35	Food Services	4,110,260	518,438	3,196,790	(395,032)
36	Extracurricular Activities	6,339,623	489,147	140,225	(5,710,251)
41	General Administration	3,586,840	21,608	242,742	(3,322,490)
51	Facilities Maintenance and Operations	11,592,104	1,229,992	697,702	(9,664,410)
52	Security and Monitoring Services	1,816,220	-	189,988	(1,626,232)
53	Data Processing Services	2,523,356	-	104,863	(2,418,493)
61	Community Services	530,101	493,060	18,506	(18,535)
72	Debt Service - Interest on Long-Term Debt	10,362,940	-	-	(10,362,940)
73	Debt Service - Bond Issuance Cost and Fees	4,174,234	-	-	(4,174,234)
81	Capital Outlay	3,515,269	-	-	(3,515,269)
97	Payments to Tax Increment Fund	11,326,875	-	-	(11,326,875)
99	Other Intergovernmental Charges	561,878	-	-	(561,878)
[TP] TOTAL PRIMARY GOVERNMENT:		\$ 141,117,462	\$ 3,790,093	\$ 13,181,130	(124,146,239)
Data					
Control					
Codes					
	General Revenues:				
	Taxes:				
MT	Property Taxes, Levied for General Purposes			51,353,864	
DT	Property Taxes, Levied for Debt Service			28,258,403	
SF	State Aid - Formula Grants			38,935,338	
GC	Grants and Contributions not Restricted			325,590	
IE	Investment Earnings			144,945	
MI	Miscellaneous Local and Intermediate Revenue			2,776,446	
TR	Total General Revenues			121,794,586	
CN	Change in Net Position			(2,351,653)	
NB	Net Position - Beginning			(36,747,623)	
NE	Net Position - Ending			\$ (39,099,276)	

The notes to the financial statements are an integral part of this statement.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2021

Data Control Codes	10 General Fund	50 Debt Service Fund	60 Capital Projects
<b>ASSETS</b>			
1110 Cash and Cash Equivalents	\$ 34,076,242	\$ 16,693,758	\$ 88,830,223
1220 Property Taxes - Delinquent	824,925	428,337	-
1230 Allowance for Uncollectible Taxes	(82,493)	(42,834)	-
1240 Due from Other Governments	6,823,907	-	-
1260 Due from Other Funds	-	-	-
1290 Other Receivables	1,016,582	-	-
1300 Inventories	9,547	-	-
1410 Prepayments	43,380	-	-
1000 Total Assets	<u>\$ 42,712,090</u>	<u>\$ 17,079,261</u>	<u>\$ 88,830,223</u>
<b>LIABILITIES</b>			
2110 Accounts Payable	\$ 351,060	\$ -	\$ 4,801,639
2150 Payroll Deductions and Withholdings Payable	150,957	-	-
2160 Accrued Wages Payable	8,458,211	-	-
2170 Due to Other Funds	23,923	-	-
2200 Accrued Expenditures	-	-	1,586,577
2300 Unearned Revenue	47,487	-	-
2000 Total Liabilities	<u>9,031,638</u>	<u>-</u>	<u>6,388,216</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
2601 Unavailable Revenue - Property Taxes	742,432	385,503	-
2600 Total Deferred Inflows of Resources	<u>742,432</u>	<u>385,503</u>	<u>-</u>
<b>FUND BALANCES</b>			
Nonspendable Fund Balance:			
3410 Inventories	9,547	-	-
3430 Prepaid Items	43,380	-	-
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	-	-	-
3470 Capital Acquisition and Contractual Obligation	-	-	82,442,007
3480 Retirement of Long-Term Debt	-	16,693,758	-
Committed Fund Balance:			
3530 Capital Expenditures for Equipment	9,066,734	-	-
3545 Other Committed Fund Balance	-	-	-
Assigned Fund Balance:			
3550 Construction	13,500,000	-	-
3600 Unassigned Fund Balance	10,318,359	-	-
3000 Total Fund Balances	<u>32,938,020</u>	<u>16,693,758</u>	<u>82,442,007</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 42,712,090</u>	<u>\$ 17,079,261</u>	<u>\$ 88,830,223</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ (87,084)	\$ 139,513,139
-	1,253,262
-	(125,327)
2,476,211	9,300,118
23,214	23,214
8,695	1,025,277
-	9,547
-	43,380
<u>\$ 2,421,036</u>	<u>\$ 151,042,610</u>
\$ 16,075	\$ 5,168,774
1,814	152,771
354,302	8,812,513
-	23,923
-	1,586,577
122,489	169,976
<u>494,680</u>	<u>15,914,534</u>
-	1,127,935
<u>-</u>	<u>1,127,935</u>
-	9,547
-	43,380
829,587	829,587
-	82,442,007
-	16,693,758
-	9,066,734
1,096,769	1,096,769
-	13,500,000
-	10,318,359
<u>1,926,356</u>	<u>134,000,141</u>
<u>\$ 2,421,036</u>	<u>\$ 151,042,610</u>



MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE  
STATEMENT OF NET POSITION  
JUNE 30, 2021

EXHIBIT C-2

<b>Total Fund Balances - Governmental Funds</b>	<b>\$ 134,000,141</b>
1 Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund financial statements.	501,103,828
2 Accumulated depreciation is not reported in the fund financial statements.	(141,673,013)
3 Bonds payable and capital leases payable have not been included in the fund financial statements.	(429,760,000)
4 Accreted interest payable on capital appreciation bonds has not been included in the fund financial statements.	(3,204,504)
5 Property tax revenue reported as unavailable revenue in the fund financial statements is recognized as revenue in the government-wide financial statements.	1,127,935
6 Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.	(6,028,702)
7 Bond premiums and discounts are not recognized in the fund financial statements.	(49,147,392)
8 Deferred charge on bond refundings is not recognized in the fund financial statements.	3,083,667
9 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68 in the amount of \$22,239,581, Deferred Inflows of Resources related to TRS pension in the amount of \$3,424,773, and Deferred Outflows of Resources related to TRS pension in the amount of \$9,455,033. This results in a decrease in Net Position in the amount of \$16,209,321.	(16,209,321)
10 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net Other Post-Employment Benefit (OPEB) liability required by GASB 75 in the amount of \$22,734,492, a Deferred Resource Inflow related to TRS OPEB in the amount of \$16,647,475, and a Deferred Resource Outflow related to TRS OPEB in the amount of \$6,990,052. This results in a net decrease in Net Position in the amount of \$32,391,915.	(32,391,915)
<b>19 Net Position of Governmental Activities</b>	<b>\$ (39,099,276)</b>

The notes to the financial statements are an integral part of this statement.

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MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	10 General Fund	50 Debt Service Fund	60 Capital Projects
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 55,596,722	\$ 28,252,326	\$ 108,107
5800 State Program Revenues	44,145,001	211,894	-
5900 Federal Program Revenues	1,224,598	-	-
5020 Total Revenues	100,966,321	28,464,220	108,107
EXPENDITURES:			
Current:			
0011 Instruction	51,303,958	-	-
0012 Instructional Resources and Media Services	1,068,963	-	-
0013 Curriculum and Instructional Staff Development	1,408,786	-	-
0021 Instructional Leadership	996,136	-	-
0023 School Leadership	4,947,917	-	-
0031 Guidance, Counseling, and Evaluation Services	3,315,880	-	-
0033 Health Services	1,138,894	-	-
0034 Student (Pupil) Transportation	3,157,049	-	-
0035 Food Services	1,522	-	-
0036 Extracurricular Activities	4,124,169	-	-
0041 General Administration	3,410,640	-	-
0051 Facilities Maintenance and Operations	10,206,742	-	-
0052 Security and Monitoring Services	1,231,438	-	-
0053 Data Processing Services	1,805,086	-	-
0061 Community Services	18,535	-	-
Debt Service:			
0071 Principal on Long-Term Debt	135,443	41,528,728	-
0072 Interest on Long-Term Debt	37,276	17,868,539	-
0073 Bond Issuance Cost and Fees	-	4,174,234	-
Capital Outlay:			
0081 Facilities Acquisition and Construction	-	-	43,766,003
Intergovernmental:			
0097 Payments to Tax Increment Fund	11,326,875	-	-
0099 Other Intergovernmental Charges	561,878	-	-
6030 Total Expenditures	100,197,187	63,571,501	43,766,003
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	769,134	(35,107,281)	(43,657,896)
OTHER FINANCING SOURCES (USES):			
7911 Capital Related Debt Issued	-	136,180,000	-
7916 Premium or Discount on Issuance of Bonds	-	16,702,271	-
8949 Other (Uses)	-	(118,962,544)	-
7080 Total Other Financing Sources (Uses)	-	33,919,727	-
1200 Net Change in Fund Balances	769,134	(1,187,554)	(43,657,896)
0100 Fund Balance - July 1 (Beginning)	32,168,886	17,881,312	126,099,903
3000 Fund Balance - June 30 (Ending)	\$ 32,938,020	\$ 16,693,758	\$ 82,442,007

The notes to the financial statements are an integral part of this statement.

	Other Funds	Total Governmental Funds
\$	1,525,661	\$ 85,482,816
	756,898	45,113,793
	7,471,263	8,695,861
	9,753,822	139,292,470
	3,663,494	54,967,452
	24,196	1,093,159
	158,030	1,566,816
	45,546	1,041,682
	143,543	5,091,460
	362,482	3,678,362
	31,425	1,170,319
	63,618	3,220,667
	3,454,985	3,456,507
	190,483	4,314,652
	60,353	3,470,993
	443,715	10,650,457
	165,182	1,396,620
	16,739	1,821,825
	511,566	530,101
	-	41,664,171
	-	17,905,815
	-	4,174,234
	-	43,766,003
	-	11,326,875
	-	561,878
	9,335,357	216,870,048
	418,465	(77,577,578)
	-	136,180,000
	-	16,702,271
	-	(118,962,544)
	-	33,919,727
	418,465	(43,657,851)
	1,507,891	177,657,992
\$	1,926,356	\$ 134,000,141

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2021

EXHIBIT C-4

<b>Total Net Change in Fund Balances - Governmental Funds</b>	<b>\$ (43,657,851)</b>
Current year capital asset additions are expenditures in the fund financial statements, but they are shown as increases in capital assets in the government-wide financial statements. The net effect of reclassifying the current year capital asset additions is to increase net position.	41,407,735
Depreciation is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation is to decrease net position in the government-wide financial statements.	(13,367,487)
Current year long-term debt principal payments on bonds payable, capital leases payable, and payment of accreted interest are expenditures in the fund financial statements, but are shown as reductions in long-term debt in the government-wide financial statements.	13,809,325
Current year interest accretion on capital appreciation bonds is not reflected in the fund financial statements, but is shown as an increase in long-term liabilities in the government-wide financial statements.	(71,104)
Interest expense on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due. The current year decrease in accrued interest payable increases net position in the government-wide financial statements.	283,552
Revenues from property taxes are shown as unavailable in the fund financial statements until they are considered available to finance current expenditures, but such revenues are recognized when assessed, net of an allowance for uncollectible accounts, in the government-wide financial statements.	5,548
Bond premiums and discounts are not amortized in the fund financial statements, but are reported net of amortization in the government-wide financial statements.	2,892,033
Current year amortization of the deferred charge on bond refundings is not recognized in the fund financial statements, but is shown as a reduction of the deferred charge in the government-wide financial statements.	(421,760)
Current year issuances of refunding bonds are shown as other financing sources in the fund financial statements, but are shown as increases in long-term debt in the government-wide financial statements.	(136,180,000)
The premiums on the current year issuances of refunding bonds are recorded as other financing sources in the fund financial statements, but are shown as an increase in long-term debt in the government-wide financial statements.	(16,702,271)
The current year payment to the escrow agent for defeased debt is an other financing use in the fund financial statements, but is reported as a reduction in long-term debt in the government-wide financial statements.	118,962,544
The remarketing of the 2017B bond series resulted in the pay-off of the remarketed bonds.	32,715,000

The notes to the financial statements are an integral part of this statement.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2021

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EXHIBIT C-4

The implementation of GASB 68 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS contributions made after the measurement date of 8/31/2020 caused the change in the ending net position to increase \$55,878. These contributions were replaced with the District's pension expense for the year of \$2,307,637, which caused a decrease in the change in net position. The net effect of both of these is to decrease the change in net position by \$2,251,759.	(2,251,759)
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The implementation of GASB 75 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS OPEB contributions made after the measurement date of 8/31/2020 but during the current fiscal year caused the ending net position to increase in the amount of \$32,570. These contributions were replaced with the District's OPEB negative expense for the year, which was \$192,272 which caused an increase in net position. The net effect of both of these is to decrease the change in net position by \$224,842.	224,842
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<b>Change in Net Position of Governmental Activities</b>	<u><u>\$ (2,351,653)</u></u>
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MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 53,871,878	\$ 58,996,840	\$ 55,596,722	\$ (3,400,118)
5800	State Program Revenues	41,346,541	44,107,967	44,145,001	37,034
5900	Federal Program Revenues	1,079,500	1,319,152	1,224,598	(94,554)
5020	Total Revenues	96,297,919	104,423,959	100,966,321	(3,457,638)
EXPENDITURES:					
Current:					
0011	Instruction	51,243,690	52,629,562	51,303,958	1,325,604
0012	Instructional Resources and Media Services	1,093,568	1,178,823	1,068,963	109,860
0013	Curriculum and Instructional Staff Development	1,353,623	1,553,563	1,408,786	144,777
0021	Instructional Leadership	1,161,926	1,062,791	996,136	66,655
0023	School Leadership	4,775,969	5,103,980	4,947,917	156,063
0031	Guidance, Counseling, and Evaluation Services	3,229,121	3,405,937	3,315,880	90,057
0033	Health Services	1,109,929	1,172,748	1,138,894	33,854
0034	Student (Pupil) Transportation	2,479,708	3,233,062	3,157,049	76,013
0035	Food Services	-	3,044	1,522	1,522
0036	Extracurricular Activities	4,341,072	4,374,652	4,124,169	250,483
0041	General Administration	3,690,131	3,802,825	3,410,640	392,185
0051	Facilities Maintenance and Operations	9,333,748	13,740,724	10,206,742	3,533,982
0052	Security and Monitoring Services	1,414,324	1,439,464	1,231,438	208,026
0053	Data Processing Services	1,981,436	1,975,061	1,805,086	169,975
0061	Community Services	8,500	37,070	18,535	18,535
Debt Service:					
0071	Principal on Long-Term Debt	191,326	135,444	135,443	1
0072	Interest on Long-Term Debt	37,276	37,276	37,276	-
Intergovernmental:					
0095	Payments to Juvenile Justice Alternative Ed. Prg.	60,000	-	-	-
0097	Payments to Tax Increment Fund	8,200,572	11,326,876	11,326,875	1
0099	Other Intergovernmental Charges	592,000	592,000	561,878	30,122
6030	Total Expenditures	96,297,919	106,804,902	100,197,187	6,607,715
1200	Net Change in Fund Balances	-	(2,380,943)	769,134	3,150,077
0100	Fund Balance - July 1 (Beginning)	32,168,886	32,168,886	32,168,886	-
3000	Fund Balance - June 30 (Ending)	\$ 32,168,886	\$ 29,787,943	\$ 32,938,020	\$ 3,150,077

The notes to the financial statements are an integral part of this statement.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF CUSTODIAL NET POSITION  
CUSTODIAL FUNDS  
JUNE 30, 2021

	Total Custodial Funds
<b>ASSETS</b>	
Cash and Cash Equivalents	\$ 1,100,275
Due from Other Funds	709
Total Assets	<u>1,100,984</u>
<b>LIABILITIES</b>	
Accounts Payable	<u>27,148</u>
Total Liabilities	<u>27,148</u>
<b>NET POSITION</b>	
Unrestricted Net Position	<u>1,073,836</u>
Total Net Position	<u>\$ 1,073,836</u>

The notes to the financial statements are an integral part of this statement.



MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF CHANGES IN CUSTODIAL NET POSITION  
CUSTODIAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2021

	Total Custodial Funds
<b>ADDITIONS:</b>	
Contributions to Student Groups	\$ 1,043,845
Other Additions	84,544
Total Additions	<u>1,128,389</u>
<b>DEDUCTIONS:</b>	
Expenses of Student Groups	852,310
Other Expenses	44,228
Total Deductions	<u>896,538</u>
Change in Fiduciary Net Position	231,851
Total Net Position - July 1 (Beginning)	<u>841,985</u>
Total Net Position - June 30 (Ending)	<u><u>\$ 1,073,836</u></u>

The notes to the financial statements are an integral part of this statement.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

**NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Midlothian Independent School District's (the "District") combined financial statements have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide (FAR). The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the District are described below.

**A. REPORTING ENTITY**

The Board of Trustees, a seven member group, has fiscal accountability over all activities related to public elementary and secondary education within the jurisdiction of the District. The board of trustees is elected by the public. The trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency (Agency) or to the State Board of Education are reserved for the trustees, and the Agency may not substitute its judgment for the lawful exercise of those powers and duties by the trustees. The District is not included in any other governmental "reporting entity" as defined in Section 2100, Codification of Governmental Accounting and Financial Reporting Standards.

The District's basic financial statements include the accounts of all District operations. The criteria for including organizations as component units within the District's reporting entity, as set forth in Section 2100 of GASB's Codification of Governmental Accounting and Financial Reporting Standards, include whether:

- the organization is legally separate (can sue and be sued in their own name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

Based on the aforementioned criteria, Midlothian Independent School District has no component units.

**B. BASIS OF PRESENTATION**

The government-wide financial statements (the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. The effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely, to a significant extent on fees and charges for support. The District had no business-type activities.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given program and 2) operating or capital grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Taxes and other items not properly included among program revenues are reported instead as general revenues.

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Fund Financial Statements:

The District segregates transactions related to certain functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. These statements present each major fund as a separate column on the fund financial statements; all non-major funds are aggregated and presented in a single column.

Governmental funds are those funds through which most governmental functions typically are financed. The measurement focus of governmental funds is on the sources, uses and balance of current financial resources. The District has presented the following major governmental funds:

1. **General Fund** - This fund is established to account for resources financing the fundamental operations of the District, in partnership with the community, in enabling and motivating students to reach their full potential. All revenues and expenditures not required to be accounted for in other funds are included here. This is a budgeted fund and any fund balances are considered resources available for current operations. Fund balances may be appropriated by the Board of Trustees to implement its responsibilities.
2. **Debt Service Fund** - This fund is established to account for payment of principal and interest on long-term general obligation debt and other long-term debts for which a tax has been dedicated. This is a budgeted fund. Any unused debt service fund balances are transferred to the General Fund after all of the related debt obligations have been met.
3. **Capital Projects Fund** - This fund is established to account for proceeds, from the sale of bonds and other resources to be used for Board authorized acquisition, construction, or renovation, as well as, furnishings and equipping of major capital facilities. Upon completion of a project, any unused bond proceeds are transferred to the Debt Service Fund and are used to retire related bond principal.

Additionally, the District reports the following fund types:

1. **Special Revenue Funds** - These funds are established to account for federally financed or expenditures legally restricted for specified purposes. In many special revenue funds, any unused balances are returned to the grantor at the close of specified project periods. For funds in this fund type, project accounting is employed to maintain integrity for the various sources of funds.
2. **Custodial Funds** - These funds are used to account for activities of student groups and other organizational activities on a fiduciary basis. If any unused resources are declared surplus by the student groups, they are transferred to the General Fund with a recommendation to the Board for an appropriate utilization through a budgeted program.

**C. MEASUREMENT FOCUS/BASIS OF ACCOUNTING**

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

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The government-wide statements are reported using the economic resources measurement focus and the accrual basis of accounting. The economic resources measurement focus means all assets and deferred outflows of resources; and liabilities (whether current or non-current) and deferred inflows of resources are included in the statement of net position and the operating statements present increases (revenues) and decreases (expenses) in net total position. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized at the time the liability is incurred.

Governmental fund financial statements are reported using the current financial resources measurement focus and are accounted for using the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual; i.e., when they become both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers property taxes as available if they are collected within 60 days after year-end. A one-year availability period is used for recognition of all other Governmental Fund revenues. Expenditures are recorded when the related fund liability is incurred. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS-Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

The revenues susceptible to accrual are property taxes, charges for services, interest income and intergovernmental revenues. All other Governmental Fund Type revenues are recognized when received.

Revenues from state and federal grants are recognized as earned when the related program expenditures are incurred. Funds received but unearned are reflected as unearned revenues, and funds expended but not yet received are shown as receivables.

Revenue from investments, including governmental external investment pool, is based upon fair value. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties, other than in a forced or liquidation sale. Most investments are reported at amortized cost when the investments have remaining maturities of one year or less at time of purchase. External investment pool are permitted to report short-term debt investments at amortized cost, provided that the fair value of those investments is not significantly affected by the impairment of the credit standing of the issuer, or other factors. For that purpose, a pool's short-term investments are those with remaining maturities of up to ninety days.

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In accordance with the FAR, the District has adopted and installed an accounting system which exceeds the minimum requirements prescribed by the State Board of Education and approved by the State Auditor. Specifically, the District's accounting system uses codes and the code structure presented in the Accounting Code Section of the FAR.

**D. BUDGETARY CONTROL**

Formal budgetary accounting is employed for all required Governmental Fund Types, as outlined in TEA's FAR module, and is presented on the modified accrual basis of accounting consistent with generally accepted accounting principles. The budget is prepared and controlled at the function level within each organization to which responsibility for controlling operations is assigned.

The official school budget is prepared for adoption for required Governmental Fund Types prior to June 20 of the preceding fiscal year for the subsequent fiscal year beginning July 1. The budget is formally adopted by the Board of Trustees at a public meeting held at least ten days after public notice has been given. The budget is prepared by fund, function, object, and organization. The budget is controlled at the organizational level by the appropriate department head or campus principal within Board allocations. Therefore, organizations may transfer appropriations as necessary without the approval of the board unless the intent is to cross fund, function or increase the overall budget allocations. Control of appropriations by the Board of Trustees is maintained within Fund Groups at the function code level and revenue object code level.

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the General Fund, the Debt Service Fund and the Food Service Fund. The other special revenue funds adopt project-length budgets which do not correspond to the District's fiscal year. Each annual budget is presented on the modified accrual basis of accounting. The budget is amended throughout the year by the Board of Trustees. Such amendments are reflected in the official minutes of the Board.

A reconciliation of fund balances for both appropriated budget and nonappropriated budget special revenue funds is as follows:

June 30, 2021	
<u>Fund Balance</u>	
Appropriated Budget Funds - Food Service Special Revenue Fund	\$ 828,474
Nonappropriated Budget Funds	<u>1,097,882</u>
All Special Revenue Funds	<u>\$1,926,356</u>

**E. ENCUMBRANCE ACCOUNTING**

The District employs encumbrance accounting, whereby encumbrances for goods or purchased services are documented by purchase orders and contracts. An encumbrance represents a commitment of Board appropriation related to unperformed contracts for goods and services. The issuance of a purchase order or the signing of a contract creates an encumbrance but does not represent an expenditure for the period, only a commitment to expend resources. Appropriations lapse at June 30 and encumbrances outstanding at that time are either canceled or appropriately provided for in the subsequent year's budget. The District had no material encumbrances outstanding at June 30, 2021.

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**F. PREPAYMENTS**

Prepayments represent payments made by the District in the current year to provide services occurring in the subsequent fiscal year.

**G. INVENTORIES**

The consumption method is used to account for inventories of paper and other supplies. Under this method, these items are carried in an inventory account of the respective fund at cost, using the first-in, first-out method of accounting and are subsequently charged to expenditures when consumed.

**H. INTERFUND RECEIVABLES AND PAYABLES**

Short-term amounts owed between funds are classified as "Due to/from other funds". Interfund loans are classified as "Advances to/from other funds" and are offset by a fund balance reserve account.

**I. CAPITAL ASSETS**

Capital assets, which includes property, plant, equipment, and infrastructure assets, are reported in the applicable governmental activities columns in the government-wide financial statements. All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated assets are valued at their fair market value on the date donated. Repairs and maintenance are recorded as expenses. Renewals and betterments are capitalized. Interest has not been capitalized during the construction period on property, plant and equipment.

Assets capitalized have an original cost of \$5,000 or more and over one-year of useful life. Depreciation has been calculated on each class of depreciable property using the straight-line method. Estimated useful lives are as follows:

Buildings and Improvements	15-40 Years
Furniture and Equipment	5-20 Years

**J. DEFERRED OUTFLOWS/INFLOWS OF RESOURCES**

Deferred outflows and inflows of resources are reported in the statement of financial position as described below:

*A deferred outflow of resources* is a consumption of a government's net assets (a decrease in assets in excess of any related decrease in liabilities or an increase in liabilities in excess of any related increase in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

**Deferred outflows of resources for refunding** - Reported in the government-wide statement of net position, the deferred charge on bond refundings results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. The amount of deferred outflows reported in the governmental activities for the deferred charge on bond refundings at June 30, 2021 was \$3,083,667.

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**Deferred outflows of resources for pension** - Reported in the government-wide financial statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results of differences between expected and actual actuarial experiences. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The other pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan which is currently approximately 6.7 years.

A deferred outflow for pension expense also results from payments made to the TRS pension plan by the District after the plan's measurement date. The total amount of deferred outflows reported in the governmental activities for deferred pension expenses at June 30, 2021 was \$9,455,033.

**Deferred outflows of resources for OPEB**- Reported in the government-wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of differences between expected and actual investment earnings and changes in proportionate share. The deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the next fiscal year. The other OPEB related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with OPEB through the OPEB plan which is currently approximately 8.6 years. The amount of deferred outflows reported in the governmental activities for deferred OPEB expenses at June 30, 2021 was \$6,990,052.

*A deferred inflow of resources* is an acquisition of a government's net assets (an increase in assets in excess of any related increase in liabilities or a decrease in liabilities in excess of any related decrease in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

**Deferred inflows of resources for unavailable revenues** - Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The District reported property taxes that are unavailable as deferred inflows of resources in the fund financial statements. The amount of deferred inflows of resources reported in the governmental funds at June 30, 2021 was \$1,127,935.

**Deferred inflows of resources for pension** - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between projected and actual earnings on pension plan investments. These amounts will be amortized over a closed five year period. In fiscal year 2021, the District reported deferred inflows of resources for pensions in the governmental activities in the amount of \$3,424,773.

**Deferred inflows of resources for OPEB** - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between expected and actual experience and from changes in assumptions. These amounts will be amortized over the average expected remaining service life (AERSL) of all members (8.6 years for the 2020 measurement year). In fiscal year 2021, the District reported deferred inflows of resources for OPEB in the governmental activities in the amount of \$16,647,475.

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**K. COMPENSATED ABSENCES**

It is the District's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. The District will pay employees who retire from the District with at least five years of service \$70 per day of unused sick leave up to a maximum of 30 days (\$2,100 maximum). The District considers the liability for this to be immaterial. All vacation pay is accrued when incurred in the government-wide, proprietary, and fiduciary fund financial statements. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

**L. CASH EQUIVALENTS**

Investments are considered to be cash equivalents if they are highly liquid and have a maturity of three months or less when purchased.

**M. NET POSITION**

Net position represents the difference between assets and deferred outflows of resources; and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciations, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvements of those assets, and adding back unspent proceeds. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislations adopted by the District or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

When both restricted and unrestricted net position is available, restricted net position is expended before unrestricted net position if such use is consistent with the restricted purpose.

**N. LONG-TERM OBLIGATIONS**

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expenses when incurred.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

**O. RISK MANAGEMENT**

The District is exposed to various risks of loss related to torts theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal 2021, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year, and there were no settlements exceeding insurance coverage for each of the past three fiscal years.



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**P. ESTIMATES**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**NOTE 2. FUND BALANCES**

The District has implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions." This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on a government's fund balances more transparent.

Fund Balance Classification: The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The District has classified inventories and prepaid items as being nonspendable as these items are not expected to be converted to cash.
- Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the District's bonded debt and are restricted through debt covenants. Capital projects resources are restricted for future capital outlay. Food Service fund balance and State Textbook fund balance are restricted because the use is restricted pursuant to the mandates of the respective grants.
- Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the District's Board of Trustees. The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This can also be done through adoption and amendment of the budget. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The Board of Trustees has committed General Fund fund balance for equipment purchases. The Board of Trustees has also committed resources as of June 30, 2021 for campus activities and other local special revenue funds.
- Assigned: This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Trustees or through the Board of Trustees delegating this responsibility to other individuals in the District. Under the District's adopted policy, only the Board of Trustees may assign amounts for specific purposes. This classification also includes the remaining positive fund balance for all governmental funds except for the General Fund. The District has assigned fund balance of the General Fund as of June 30, 2021 for future construction.
- Unassigned: This classification includes all amounts not included in other spendable classifications, including the residual fund balance of the General Fund.

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When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

The details of the fund balances are included in the Governmental Funds Balance Sheet (page 16) and are described below:

**General Fund**

The General Fund has unassigned fund balance of \$10,318,359 at June 30, 2021. Inventories of \$9,547 and prepaid items of \$43,380 are considered nonspendable fund balance. The Board of Trustees has committed \$9,066,734 of fund balance for future equipment purchases and has assigned \$13,500,000 of fund balance for future construction.

**Debt Service Fund**

The Debt Service Fund has restricted funds of \$16,693,758 at June 30, 2021 consisting primarily of property tax collections that are restricted for debt service payments on bonded debt.

**Capital Projects Fund**

The Capital Projects Fund has restricted funds of \$82,442,007 at June 30, 2021 consisting primarily of remaining bond issuance proceeds that are restricted for construction and other capital outlay expenditures.

**Other Funds**

The fund balance of \$848,221 of the Campus Activity Fund and \$248,548 of other local funds (special revenue funds) are shown as committed due to Board policy committing those funds to campus activities and other local activities. The fund balance of \$828,474 in the Food Service Fund and \$1,113 in the State Textbook Fund (special revenue funds) are shown as restricted for those respective grant programs.

**NOTE 3. DEPOSITS AND INVESTMENTS**

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

**1. Cash Deposits:**

At June 30, 2021, the carrying amount of the District's deposit checking accounts and interest-bearing demand accounts was \$(1,035,877) and the bank balance was \$1,946,192. The District's cash deposits at June 30, 2021 were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name. District cash deposits were fully covered by FDIC insurance or by pledged collateral throughout the fiscal year.

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2. Investments:

The Public Funds Investment Act (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports and establishment of appropriate policies. Among other things, it requires the District to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, (9) and bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers acceptances, (7) Mutual Funds, (8) Investment pools, (9) guaranteed investment contracts, (10) and common trust funds. The Act also requires the District to have independent auditors perform test procedures related to investment practices as provided by the Act. The District is in substantial compliance with the requirements of the Act and with local policies.

In compliance with the Public Funds Investment Act, the District has adopted a deposit and investment policy. That policy addresses the following risks:

- a. Custodial Credit Risk – Deposits: In the case of deposits, this is the risk that, in the event of a bank failure, the District's deposits may not be returned to it. As of June 30, 2021, the District's cash deposits totaled \$1,946,192. This entire amount was either collateralized with securities held by the District's agent or covered by FDIC insurance. Thus, the District's deposits are not exposed to custodial credit risk.
- b. Custodial Credit Risk - Investments: For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. At June 30, 2021, the District held investments in two public funds investment pools. Investments in external investment pools are considered unclassified as to custodial credit risk because they are not evidenced by securities that exist in physical or book entry form.
- c. Credit Risk: This is the risk that an issuer or other counterparty to an investment will be unable to fulfill its obligations. The rating of securities by nationally recognized rating agencies is designed to give an indication of credit risk. The credit quality rating for both investment pools at year-end was AAAm (Standard & Poor's).
- d. Interest Rate Risk: This is the risk that changes in interest rates will adversely affect the fair value of an investment. The District manages its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio to less than one year from the time of purchase. The weighted average maturity for each investment pool is less than 90 days.
- e. Foreign Currency Risk: This is the risk that exchange rates will adversely affect the fair value of an investment. At June 30, 2021, the District was not exposed to foreign currency risk.

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- f. **Concentration of Credit Risk:** This is the risk of loss attributed to the magnitude of the District's investment in a single issuer (i.e., lack of diversification). Concentration risk is defined as positions of 5 percent or more in the securities of a single issuer. The District's investments in public funds investment pools are not subject to the concentration risk.

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

The District's investments at June 30, 2021, are shown below:

<u>Name</u>	<u>Carrying Amount</u>	<u>Market Value</u>
TexPool Investment Pool	\$132,094,965	\$132,094,965
Lone Star Investment Pool	9,554,126	9,554,126
Total	<u>\$141,649,091</u>	<u>\$141,649,091</u>

### **Fair Value Measurements**

The District categorizes its fair value measurements with the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments that are measured at fair value using the net asset value per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy below.

In instances where inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. The District's assessment of the significance of particular inputs to these fair value measurements requires judgement and considers factors specific to each asset or liability.

The District's investment in Pools are not required to be measured at fair value but are measured at amortized cost.

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**NOTE 4. CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2021, was as follows:

	Balance July 1	Additions/ Completions	Retirement/ Adjustments	Balance June 30
Governmental Activities:				
Capital assets not being depreciated				
Land	\$ 8,757,258	\$ 110,750	\$ -	\$ 8,868,008
Construction in progress	73,330,828	39,006,389	(76,295,742)	36,041,475
Total capital assets not being depreciated	82,088,086	39,117,139	(76,295,742)	44,909,483
Capital assets, being depreciated				
Buildings and improvements	345,443,720	73,705,002	-	419,148,722
Furniture and equipment	22,489,990	3,996,497	-	26,486,487
Vehicles	9,674,297	884,839	-	10,559,136
Total capital assets being depreciated	377,608,007	78,586,338	-	456,194,345
Less accumulated depreciation for:				
Buildings and improvements	(115,314,839)	(10,556,287)	-	(125,871,126)
Furniture and equipment	(8,183,028)	(1,995,245)	-	(10,178,273)
Vehicles	(4,807,659)	(815,955)	-	(5,623,614)
Total accumulated depreciation	(128,305,526)	(13,367,487)	-	(141,673,013)
Total capital assets, being depreciated, net	249,302,481	65,218,851	-	314,521,332
Governmental activities capital assets, net	\$331,390,567	\$104,335,990	\$(76,295,742)	\$359,430,815

Depreciation expense was charged as direct expense to programs of the District as follows:

Governmental activities:	
Instruction	\$ 7,254,531
Instructional Resources & Media Services	146,334
School Leadership	171,704
Student Transportation	738,828
Food Services	691,583
Extracurricular Activities	2,242,115
General Administration	51,448
Plant Maintenance and Operations	989,831
Security & Monitoring Services	410,810
Data Processing Services	670,303
Total depreciation expense-Governmental activities	\$13,367,487

**NOTE 5. LONG-TERM DEBT**

Long-term debt includes par bonds and capital appreciation (deep discount) serial bonds. All long-term debt represents transactions in the District's governmental activities.

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas (SID), which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**  
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**FOR THE YEAR ENDED JUNE 30, 2021**

The following is a summary of the changes in the District's Long-term Debt for the year ended June 30, 2021:

Description	Interest Rate Payable	Amounts Original Issue	Amounts Outstanding 7/1/2020	Issued Current Year	Interest Accretion	Retired/ Refunded	Amounts Outstanding 6/30/2021	Due Within One Year
Bonded Indebtedness:								
2011-A School Bldg. Bonds	4.00-5.27%	26,800,000	\$ 26,200,000	\$ -	\$ -	\$ 26,200,000	\$ -	\$ -
2011-C Refunding Bonds	0.90-4.00%	5,811,436	4,805,000	-	-	4,640,000	165,000	165,000
2012 Refunding Bonds	1.35-3.00%	7,259,428	6,883,145	-	-	6,143,145	740,000	740,000
2013-A Refunding Bonds	0.92-5.00%	56,357,641	50,225,000	-	-	45,370,000	4,855,000	2,895,000
2013-B Refunding Bonds	0.30-5.00%	12,810,000	7,045,000	-	-	5,560,000	1,485,000	330,000
2013-C Refunding Bonds	Variable	48,905,000	45,685,000	-	-	-	45,685,000	-
2014 School Bldg. Bonds	3.00-4.00%	19,385,000	17,830,000	-	-	14,945,000	2,885,000	390,000
2014-A Refunding Bonds	0.88-4.00%	9,302,337	9,055,583	-	-	5,865,583	3,190,000	740,000
2017-A School Bldg. Bonds	2.00-4.00%	26,740,000	24,900,000	-	-	-	24,900,000	585,000
2017-B School Bldg. Bonds	Variable	39,925,000	32,715,000	31,465,000	-	35,545,000	28,635,000	-
2018 School Bldg. Bonds	4.00-5.00%	73,445,000	73,445,000	-	-	-	73,445,000	160,000
2019 Refunding Bonds	3.00-5.00%	39,675,000	38,860,000	-	-	985,000	37,875,000	985,000
2020 School Bldg. Bonds	2.00-5.00%	105,005,000	105,005,000	-	-	2,385,000	102,620,000	3,275,000
2020-A Refunding Bonds	0.489-5.00%	73,425,000	-	73,425,000	-	1,070,000	72,355,000	60,000
2020-B Refunding Bonds	0.44-5.00%	31,290,000	-	31,290,000	-	365,000	30,925,000	-
Total Bonded Indebtedness:			<u>442,653,728</u>	<u>136,180,000</u>	<u>-</u>	<u>149,073,728</u>	<u>429,760,000</u>	<u>10,325,000</u>
Other Direct Obligations:								
Accreted Interest -								
Capital Appreciation Bonds			5,344,613	4,044,393	71,104	6,255,606	3,204,504	443,304
Bond Premiums			48,552,107	12,657,878	-	12,062,593	49,147,392	3,185,386
Capital Leases Payable	2.30%	6,503,095	<u>139,325</u>	<u>-</u>	<u>-</u>	<u>139,325</u>	<u>-</u>	<u>-</u>
Total Other Obligations:			<u>54,036,045</u>	<u>16,702,271</u>	<u>71,104</u>	<u>18,457,524</u>	<u>52,351,896</u>	<u>3,628,690</u>
Total Obligations of District			<u>\$496,689,773</u>	<u>\$152,882,271</u>	<u>\$ 71,104</u>	<u>\$167,531,252</u>	<u>\$482,111,896</u>	<u>\$13,953,690</u>

Presented below is a summary of general obligation bond requirements to maturity:

Year Ended June 30,	General Obligation		Total
	Principal	Interest	Requirements
2022	\$ 10,325,000	\$ 16,456,708	\$ 26,781,708
2023	9,915,000	18,344,879	28,259,879
2024	11,040,000	15,388,579	26,428,579
2025	10,610,000	15,619,253	26,229,253
2026	11,115,000	15,612,304	26,727,304
2027-2031	68,015,000	69,142,793	137,157,793
2032-2036	81,365,000	54,894,760	136,259,760
2037-2041	61,820,000	41,922,066	103,742,066
2042-2046	84,950,000	27,592,596	112,542,596
2047-2051	71,000,000	9,352,750	80,352,750
2052-2053	<u>9,605,000</u>	<u>212,100</u>	<u>9,817,100</u>
	<u>\$429,760,000</u>	<u>\$284,538,788</u>	<u>\$714,298,788</u>

The 2020-A bond series includes Capital Appreciation Bonds. No interest is paid on these bonds prior to maturity. The bonds mature variously between 2022 and 2023. Interest accrues on these bonds each semi-annually even though the interest is not paid until maturity.

General Obligation Bonds are direct obligations issued on a pledge of the general taxing power for the payment of the debt obligations of the District. General Obligation Bonds require the District to compute, at the time taxes are levied, the rate of tax required to provide (in each year bonds are outstanding) a fund to pay interest and principal at maturity. The District is in compliance with this requirement.

There are a number of limitations and restrictions contained in the various general obligation bonds indentures. The District is in compliance with all significant limitations and restrictions at June 30, 2021.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
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**NOTE 6. DEBT ISSUANCES, DEBT REFUNDING AND DEFEASED BONDS OUTSTANDING**

In November 2020, the District issued \$73,425,000 (par value) in Unlimited Tax Refunding Bonds to advance refund \$73,425,000 (par value) of outstanding bonds. The net proceeds of \$82,066,163 (\$73,425,000 par amount of the bonds plus \$9,336,753 of premium paid on the bonds less \$695,590 of underwriting fees and other issuance costs) were used to purchase U.S. and State and Local Government Securities. Those securities were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds are considered to be defeased and the liability for those bonds was removed from the long-term debt of the District. The refunded bonds will be repaid between August 2021 and February 2024, the call date of the bonds. The reacquisition price was more than the net carrying amount of the old debt by \$4,517,970. This amount is being amortized over the remaining life of the refunded debt, which is the same as the life of the new refunded debt issued. In addition, the refunding resulted in an economic gain of \$12,818,818 (the present value of debt service savings).

In November 2020, the District issued \$31,290,000 (par value) in Unlimited Tax Refunding Bonds to advance refund \$31,290,000 (par value) of outstanding bonds. The net proceeds of \$36,896,381 (\$31,290,000 par amount of the bonds plus \$5,935,749 of premium paid on the bonds less \$329,368 of underwriting fees and other issuance costs) were used to purchase U.S. and State and Local Government Securities. Those securities were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds are considered to be defeased and the liability for those bonds was removed from the long-term debt of the District. The refunded bonds will be repaid between February 2021 and February 2023, the call date of the bonds. The reacquisition price was more than the net carrying amount of the old debt by \$45,018. This amount is being amortized over the remaining life of the refunded debt, which is the same as the life of the new refunded debt issued. In addition, the refunding resulted in an economic gain of \$10,454,485 (the present value of debt service savings).

In January 2021, the District advance refunded \$2,830,000 (par value) of bonds by paying \$2,961,369 of District funds into an irrevocable escrow account. No refunding bonds were issued. All future payments on the refunded bonds will be paid from the escrow account. The refunded bonds will be redeemed in August 2023, the call date of the bonds.

In August 2020, the District remarketed the Series 2017-B variable rate bonds. The remarketing reduced the par amount outstanding from \$32,715,000 (par value), to \$31,465,000 (par value). The premium on the remarketing amounted to \$1,429,770.

The District's deferred charges on bond refundings are as follows:

Balance – June 30, 2020	\$ 2,657,777
Current year deferred loss on bond refunding/remarketing	3,584,560
Write off of prior deferred loss on refunded/remarketed bonds	(2,900,878)
Current year amortization	<u>(421,760)</u>
Balance – June 30, 2021	<u>\$ 2,919,699</u>

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**NOTE 7. PROPERTY TAXES**

Property taxes are considered available when collected within the current period or expected to be collected soon enough thereafter to be used to pay liabilities of the current period. The District levies its taxes on October 1 on the assessed (appraised) value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due upon receipt of the tax bill and are past due and subject to interest if not paid by February 1 of the year following the October 1 levy date. The assessed value of the property tax roll upon which the levy for the 2020-21 fiscal year was based was \$5,881,737,435. Taxes are delinquent if not paid by June 30. Delinquent taxes are subject to both penalty and interest charges plus 15 % delinquent collection fees for attorney costs.

The tax rates assessed for the year ended June 30, 2021, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$0.8898 and \$0.49 per \$100 valuation, respectively, for a total of \$1.47 per \$ 100 valuation.

Current tax collections for the year ended June 30, 2021 were 99.10% of the year-end adjusted tax levy. Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible taxes within the General and Debt Service Funds are based on historical experience in collecting taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature. As of June 30, 2021, property taxes receivable, net of estimated uncollectible taxes, totaled \$742,433 and \$385,504 for the General and Debt Service Funds, respectively.

Property taxes are recorded as receivables and unavailable revenue at the time the taxes are assessed. Revenues are recognized as the related ad valorem taxes are collected.

**NOTE 8. DEFINED BENEFIT PENSION PLAN**

**Plan Description.** Midlothian Independent School District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

**Pension Plan Fiduciary Net Position.** Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Annual Comprehensive Financial Report (ACFR) that includes financial statements and required supplementary information. That report may be obtained on the Internet at <https://trs.texas.gov/pages/aboutpublications.aspx>, by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512)542-6592.



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**Benefits Provided.** TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes; including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in this manner are determined by the System's actuary.

In May, 2019, the 86<sup>th</sup> Texas Legislature approved the TRS Pension Reform Bill (Senate Bill 12) that provides for gradual contribution increases from the state, participating employers and active employees to make the pension fund actuarially sound. This action causing the pension fund to be actuarially sound, allowed the legislature to approve funding for a 13<sup>th</sup> check in September 2019. All eligible members retired as of December 31, 2018 received an extra annuity check in either the matching amount of their monthly annuity or \$2,000, whichever was less.

**Contributions.** Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year.

Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86<sup>th</sup> Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 thru 2025.

<u>Contribution Rates</u>		
	<u>2020</u>	<u>2021</u>
Member	7.7%	7.7%
Non-Employer Contributing Entity (State)	7.5%	7.5%
Employers	7.5%	7.5%
Midlothian ISD FY2021 Employer Contributions	\$	1,742,107
Midlothian ISD FY2021 Member Contributions	\$	4,713,211
Midlothian ISD FY2021 NECE On-Behalf Contributions	\$	3,682,573

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including the TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

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As the non-employer contributing entity for public education, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers including public schools are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding source or a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public school, the employer shall contribute 1.5% of covered payroll to the pension fund beginning in fiscal year 2020. The contribution rate called the Public Education Employer Contribution replaced the Non (OASDI) surcharge that was in effect in fiscal year 2019.

In addition to the employer contributions listed above, there is an additional surcharges an employer is subject to.

- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.

**Actuarial Assumptions.** The total pension liability in the August 31, 2020 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2019 rolled forward to August 31, 2020
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	7.25%
Long-term expected Investment Rate of Return .	7.25%
Municipal Bond Rate as of August 2020	2.33%
Inflation	2.30%
Salary Increases Including Inflation	3.05% to 9.05%
Benefit Changes During the Year	None
Ad hoc Post Employment Benefit Changes	None

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2019. For a full description of these assumptions please see the actuarial valuation report dated November 14, 2019.

**Discount Rate.** A single discount rate of 7.25 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on plan investments of 7.25 percent. The projection of cash flows used to determine this single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50 percent of payroll in fiscal year 2020 gradually increasing to 9.55 percent of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 7.25%.

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The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2020 are summarized below:

Asset Class	Target Allocation <sup>1</sup>	Long-Term Expected Arithmetic Real Rate of Return <sup>2</sup>	Expected Contribution To Long-Term Portfolio Returns
<b>Global Equity</b>			
U.S.	18%	3.9%	0.99%
Non-U.S. Developed	13%	5.1%	0.92%
Emerging Markets	9%	5.6%	0.83%
Private Equity	14%	6.7%	1.41%
<b>Stable Value</b>			
Government Bonds	16%	- .7%	-0.05%
Stable Value Hedge Funds	5%	1.9%	0.11%
<b>Real Return</b>			
Real Estate	15%	4.6%	1.01%
Energy, Natural Resources	6%	6%	0.42%
<b>Risk Parity</b>			
Risk Parity	8%	3%	0.30%
<b>Leverage</b>			
Cash	2%	-1.5%	-0.03%
Asset Allocation Leverage	-6%	-1.3%	0.08%
Inflation Expectation	-		2.00%
Volatility Drag <sup>3</sup>	-		-0.67%
<b>Total</b>	<u>100%</u>		<u>7.33%</u>

**Discount Rate Sensitivity Analysis.** The following table presents the Net Pension Liability of the plan using the discount rate of 7.25 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25 percent) or one percentage point higher (8.25 percent) than the current rate.

	1% Decrease in Discount Rate (6.25%)	Discount Rate (7.25%)	1% Increase in Discount Rate (8.25%)
Midlothian ISD's proportionate share of the net pension liability:	\$34,299,604	\$22,239,581	\$12,446,841

**Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions.** At June 30, 2021, Midlothian Independent School District reported a liability of \$22,239,581 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to Midlothian Independent School District. The amount recognized by Midlothian Independent School District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with Midlothian Independent School District were as follows:

<sup>1</sup> Target allocations are based on the FY20 policy model.

<sup>2</sup> Capital Market Assumptions come from Aon Hewitt (as of 08/31/2020).

<sup>3</sup> The volatility drag results from the conversion between arithmetic and geometric mean returns.

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District's Proportionate share of the collective net pension liability	\$22,239,581
State's proportionate share that is associated with the District	<u>42,678,106</u>
Total	<u>\$64,917,687</u>

The net pension liability was measured as of August 31, 2019 and rolled forward to August 31, 2020 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2019 thru August 31, 2020.

At August 31, 2020 the employer's proportion of the collective net pension liability was 0.0415243%, a decrease of 3.86% from its proportionate share of 0.0431895% at August 31, 2019.

**Changes Since the Prior Actuarial Valuation** – There were no changes in assumptions since the measurement period.

For the year ended June 30, 2021, Midlothian Independent School District recognized pension expense of \$3,682,573 and revenue of \$3,682,573 for support provided by the State.

At June 30, 2021, Midlothian Independent School District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (The amounts shown below will be the cumulative layers from the current and prior years combined.):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 40,608	\$ 620,648
Changes in actuarial assumptions	5,160,374	2,194,155
Difference between projected and actual investment earnings	450,222	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	2,335,264	609,970
Contributions paid to TRS subsequent to the measurement date	1,468,565	-
Total	\$9,455,033	\$3,424,773

The net amounts of the District's balances of deferred outflows and inflows of resources (not including the deferred contribution paid subsequent to the measurement date) related to pensions will be recognized in pension expense as follows:

Year ended June 30:	Pension Expense Amount
2022	\$ 1,399,126
2023	1,591,962
2024	1,401,698
2025	490,787
2026	(282,539)
Thereafter	(39,339)

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**NOTE 9. DEFINED OTHER POST-EMPLOYMENT BENEFIT PLANS**

**Plan Description.** The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan with a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575. The TRS-Care program was established in 1986 by the Texas Legislature.

The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

**OPEB Plan Fiduciary Net Position.** Detail information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Annual Comprehensive Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <http://www.trs.texas.gov/pages/aboutpublications.aspx>; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

**Benefits Provided.** TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. There are no automatic post-employment benefit changes; including automatic COLAs.

The premium rates for retirees are reflected in the following table:

<b>TRS-Care Monthly for Retirees</b>		
	<u><b>Medicare</b></u>	<u><b>Non-Medicare</b></u>
Retiree*	\$ 135	\$ 200
Retiree and Spouse	529	689
Retiree* and Children	468	408
Retiree and Family	1,020	999

\* or surviving spouse

**Contributions.** Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate which is .65% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

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	<u>Contribution Rates</u>	
	<u>2020</u>	<u>2021</u>
Active Employee	0.65%	0.65%
Non-Employer Contributing Entity (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private Funding remitted by Employers	1.25%	1.25%
 Midlothian ISD FY21 Employer Contributions	 \$481,496	
Midlothian ISD FY21 Member Contributions	\$397,870	
Midlothian ISD FY21 NECE On-behalf Contributions	\$748,299	

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to, regardless of whether or not they participate in the TRS Care OPEB program. When hiring a TRS retiree, employers are required to pay to TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$230.8 million in fiscal year 2020 to maintain premiums and benefit levels in the 2020-2021 biennium.

**Actuarial Assumptions.** The actuarial valuation was performed as of August 31, 2019. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2020.

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. All the demographic assumptions, including rates of retirement, termination, and disability, and most of the economic assumptions, including general inflation and salary increases, used in the OPEB valuation were identical to those used in the respective TRS pension valuation. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2019 TRS pension actuarial valuation that was rolled forward to August 31, 2020:

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Expected Payroll Growth
Rates of Disability	

The active mortality rates were based on 90 percent of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the recent published scale (U-MP).

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

***Additional Actuarial Methods and Assumptions:***

Valuation Date	August 31, 2019 rolled forward to August 31, 2020
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	2.33%
Aging Factors	Based on specific plan experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs
Projected Salary Increases	3.05% to 9.05%, including inflation
Election Rates	Normal Retirement: 65% participation prior to age 65 and 40% participation after age 65
Ad hoc post-employment benefit changes	None

***Discount Rate.*** A single discount rate of 2.33% was used to measure the total OPEB liability. There was a decrease of 0.30 percent in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was used for the long-term rate of return and was applied to all periods of projected benefit payments to determine the total OPEB liability.

The source of the municipal bond rate is the Fidelity “20-year Municipal GO AA Index” as of August 31, 2020 using the fixed-income municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds.

***Discount Rate Sensitivity Analysis.*** The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (2.33%) in measuring the Net OPEB Liability.

	1% Decrease in Discount Rate (1.33%)	Current Single Discount Rate (2.33%)	1% Increase in Discount Rate (3.33%)
District’s proportionate share of the Net OPEB Liability:	\$27,281,338	\$22,734,492	\$19,143,136

***Healthcare Cost Trend Rates Sensitivity Analysis*** - The following shows the impact of the net OPEB liability if a healthcare trend rate that is one-percentage less than or one-percentage point greater than the health trend rates is assumed.

	1% Decrease in Healthcare Trend Rate	Current Single Healthcare Trend Rate	1% Increase in Healthcare Trend Rate
District’s proportionate share of the Net OPEB Liability:	\$18,571,167	\$22,734,492	\$28,279,452

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

***OPEB Liabilities, OPEB Expenses, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs.*** At June 30, 2021, the District reported a liability of \$22,734,492 for its proportionate share of the TRS's Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District.

The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's Proportionate share of the collective Net OPEB Liability	\$22,734,492
State's proportionate share that is associated with the District	<u>\$30,549,707</u>
Total	<u>\$53,284,199</u>

The Net OPEB Liability was measured as of August 31, 2019 and rolled forward to August 31, 2020 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The employer's proportion of the Net OPEB Liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2019 thru August 31, 2020.

At August 31, 2020 the employer's proportion of the collective Net OPEB Liability was 0.05980477%, an increase of 4.57% compared to the August 31, 2019 proportionate share of 0.05719342%.

**Changes Since the Prior Actuarial Valuation** – The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 2.63 percent as of August 31, 2019 to 2.33 percent as of August 31, 2020. This change increased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.
- The ultimate health care trend rate assumption was lowered from 4.50 percent to 4.25 percent as a result of Congress' repeal of the excise (Cadillac) tax on high-cost employer health plans in December 2019. This change lowered the Total OPEB Liability.

**Changes of Benefit Terms Since the Prior Measurement Date** – There were no changes in benefit terms since the prior measurement date.

For the year ended June 30, 2021, the amount of OPEB expense recognized by the District in the reporting period was \$(362,332).

At June 30, 2021, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$1,190,369	\$10,404,466
Changes in actuarial assumptions	1,402,245	6,243,009
Difference between projected and actual investment earnings	7,388	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	3,984,131	-
Contributions paid to TRS subsequent to the measurement date	405,919	-
Total	\$6,990,052	\$16,647,475



**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021**

The net amounts of the employer's balance of deferred outflows and inflows of resources (not including the deferred contribution paid subsequent to the measurement date) related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:	OPEB Expense Amount
2022	\$ (1,759,306)
2023	(1,760,294)
2024	(1,760,859)
2025	(1,760,704)
2026	(1,153,458)
Thereafter	(1,868,721)

**NOTE 10. MEDICARE PART D**

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended June 30, 2021, 2020 and 2019, the subsidy payments received by TRS-Care on behalf of the District were \$302,573, \$245,718 and \$185,984, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds financial statement of the District.

**NOTE 11. HEALTH CARE**

During the year ended June 30, 2021, employees of Midlothian Independent School District were covered by a health insurance plan (the Plan). The District contributed \$300 per month per employee to the Plan and employees, at their option, authorized payroll withholdings to pay any additional contribution and contributions for dependents. All contributions were paid to a fully insured plan.

**NOTE 12. WORKERS COMPENSATION**

During the year ended June 30, 2021, the District met its statutory workers' compensation obligations through participation in the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's Workers Compensation Program is authorized by Chapter 504, Texas Labor Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties. The Fund provides statutory workers' compensation benefits to its members' injured employees.

The District participates in the Fund's reimbursable aggregate deductible program. As such, the member is responsible for a certain amount of claims liability as outlined on the member's Contribution and Coverage Summary document. After the member's deductible has been met, the Fund is responsible for additional claims liability. The District's 2021 deductible was \$236,861.

The Fund and its members are protected against higher than expected claims costs through the purchase of stop loss coverage for any claim in excess of the Fund's self-insured retention of \$2.0 million. The Fund uses the services of an independent actuary to determine reserve adequacy and fully funds those reserves. As of August 31, 2020, the Fund carries a discounted reserve of \$44,135,645 for future development on reported claims and claims that have been incurred but not yet reported. For the year-ended June 30, 2021, the Fund anticipates no additional liability to members beyond their contractual obligations for payment of contributions and reimbursable aggregate deductibles.

**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021**

The Fund engages the services of independent auditors to conduct a financial audit after the close of each year on August 31. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2020, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

Changes in workers compensation claims liability amounts in fiscal year 2021 and 2020 are presented below:

Fiscal Year	July 1 Claims Liability	Claims and Changes in Estimates	Claims Payments	June 30 Claims Liability
2021	\$112,567	\$197,505	\$172,583	\$137,489
2020	84,518	139,520	111,471	112,567

**NOTE 13. DUE FROM OTHER GOVERNMENTS**

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the State through the School Foundation, Per Capita, Existing Debt Allotment, and Instruction Facilities Allotment Programs. Amounts due from federal and state governments as of June 30, 2021, are summarized below. All federal grants shown below are passed through the TEA and are reported on the combined financial statements as Due from Other Governments.

Fund	State Entitlements	Federal Grants	Local Governments	Total
General	\$6,806,424	\$ -	\$17,483	\$6,823,907
Special Revenue	19,792	2,456,419	-	2,476,211
Debt Service	-	-	-	-
Total	<u>\$6,826,216</u>	<u>\$2,456,419</u>	<u>\$17,483</u>	<u>\$9,300,118</u>

**NOTE 14. INTERFUND BALANCES AND ACTIVITIES**

Interfund receivables and payables at June 30, 2021 represented short-term advances between funds. These amounts are expected to be repaid in less than one year from June 30, 2021.

Fund	Due from Other Funds	Due to Other Funds
Major Governmental Funds:		
General Fund:		
Non-Major Special Revenue Fund	\$ -	\$23,214
Custodial Fund	-	709
Total Major Governmental Funds	-	<u>23,923</u>
Nonmajor Governmental Funds:		
Special Revenue Funds:		
General Fund	<u>23,214</u>	-
Total Nonmajor Governmental Funds	<u>23,214</u>	-
Custodial Fund	<u>709</u>	-
Total	<u>\$23,923</u>	<u>\$23,923</u>

There were no transfers between funds during the year ended June 30, 2021.

**MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021**

**NOTE 15. LITIGATION AND CONTINGENCIES**

The District participates in numerous state and Federal grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at June 30, 2021 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

**NOTE 17. REVENUES FROM LOCAL AND INTERMEDIATE SOURCES**

During the year ended June 30, 2021, revenues from local and intermediate sources in the fund financial statements consisted of the following:

	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total
Property Taxes	\$44,436,126	\$ -	\$28,128,506	\$ -	\$72,564,632
Property Taxes – TIF	6,711,950	-	-	-	6,711,950
TIF Payment	1,190,509	-	-	-	1,190,509
Food Sales	-	518,439	-	-	518,439
Investment Income	25,684	1,399	9,755	108,107	144,945
Penalties, interest and other tax related income	216,074	-	114,065	-	330,139
Co-curricular student activities	285,494	525,542	-	-	811,036
Other	2,730,885	480,281	-	-	3,211,166
Total	<u>\$55,596,722</u>	<u>\$1,525,661</u>	<u>\$28,252,326</u>	<u>\$108,107</u>	<u>\$85,482,816</u>

**NOTE 17. UNEARNED REVENUE**

Unearned revenue at June 30, 2021 consisted of the following:

	General Fund	Special Revenue Fund	Debt Service Fund	Total
Insurance Proceeds	\$47,487	\$ -	\$ -	\$ 47,487
Student Accounts	-	113,932	-	113,932
Grant Revenue	-	8,557	-	8,557
	<u>\$47,487</u>	<u>\$122,489</u>	<u>\$ -</u>	<u>\$169,976</u>

**NOTE 18. CONSTRUCTION COMMITMENTS**

As of June 30, 2021, the District had entered into contracts for various construction and renovation projects totaling \$86.3 million. At June 30, 2021, there was \$52.5 million remaining costs under these contracts. These projects are to be paid from the Capital Projects Fund.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

**NOTE 19. RISKS AND UNCERTAINTIES**

The outbreak of COVID-19, a respiratory disease caused by a new strain of coronavirus, has been characterized as a pandemic (the “Pandemic”) by the World Health Organization and is currently affecting many parts of the world, including the United States and the State of Texas. On January 31, 2021, the Secretary of the United States Health and Human Services Department declared a public health emergency for the United States and on March 13, 2020, the President of the United States declared the outbreak of COVID-19 in the United States a national emergency. Subsequently, the President’s Coronavirus Guidelines for America and the United States Centers for Disease Control and Prevention called upon Americans to take actions to slow the spread of COVID-19 in the United States.

On March 13, 2020, the Governor of Texas (the “Governor”) declared a state of disaster for all counties in the State in response to the Pandemic, which disaster declaration he has subsequently extended. Pursuant to Chapter 418 of the Texas Government Code, the Governor has broad authority to respond to disasters, including suspending any regulatory statute prescribing the procedures for conducting State business or any order or rule of a State agency that would in any way prevent, hinder, or delay necessary action in coping with the disaster, and issuing executive orders that have the force and effect of law. The Governor has issued a series of executive orders relating to COVID-19 preparedness and mitigation.

On June 3, 2021, TEA issued updated public planning health guidance in accordance with Executive Order GA-36 (which became effective June 5, 2021), to address on-campus instruction, administrative activities by teachers, staff or students that occur on school campuses, non-UIL extracurricular sports and activities, and any other activities that teachers, staff, or students must complete. Within the guidance, TEA instructs schools that, per Executive Order GA-36, school systems cannot require students or staff to wear a mask; however, school systems must allow individuals to wear a mask if they choose to do so.

Within the guidance, TEA instructs schools to notify their local health department, in accordance with applicable federal, state, and local laws and regulations, including any applicable confidentiality requirements, of individuals who have been in a school and test-confirmed to have COVID-19. Additionally, upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of Health Services via its online portal.

The TEA advised districts that for the 2020-2021 school year district funding would return to being based on “Average Daily Attendance” (being generally calculated as the sum of student attendance for each State-mandated day of instruction divided by the number of State-mandated days of instruction, defined herein as “ADA”) calculations requiring attendance to be taken. However, the TEA has crafted an approach for determining ADA during the pandemic that provides districts with several options for determining daily attendance. These include remote synchronous instruction, remote asynchronous instruction, on-campus instruction and the Texas Virtual Schools Network. To stabilize funding expectations, districts were initially provided an ADA grace period for the first two six weeks of the 2020-2021 school year. If a district’s first two six-weeks average ADA is less than the ADA hold harmless projections (described below), the first two six-week attendance reporting periods for 2020-2021 were excluded from the calculation of annual ADA and student full-time equivalents (“FTE”) for Foundation School Program (“FSP”) funding purposes and replaced with the ADA and FTE hold harmless projections that were derived using a three-year average trend of final numbers from the 2017-2018 through 2019-2020 school years, unless the projection is both (i) 15% higher and (ii) 100 ADA higher than the 2020-2021 legislative planning estimate (“LPE”) projections provided by the TEA to the State legislature pursuant to Section 48.269 of the Texas Education Code, in which case the 2020-2021 LPE ADA and FTE were used as the hold harmless projections.

The ADA hold harmless projection was also available for the third six-week attendance reporting period, but only for those districts that allowed on-campus instruction throughout the entire third six-week period, as further described below. The ADA hold harmless methodology was identical to the methodology used for the first two six-week attendance reporting periods, except that the third six-week period was examined independent of the first two six-week attendance reporting periods.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

The ADA hold harmless projection was extended for the remainder of the 2020-2021 school year (the fourth, fifth, and sixth six-week attendance reporting periods). In order to qualify, a district must meet certain criteria established by the TEA related to on-campus.

The full extent of the ongoing impact of COVID-19 on the District's longer-term operational and financial performance will depend on future developments, many of which are outside of its control, including the effectiveness of the mitigation strategies discussed above, the duration and spread of COVID-19, and future governmental actions, all of which are highly uncertain and cannot be predicted. The District continues to monitor the spread of COVID-19 and is working with local, State and national agencies to address the potential impact of the Pandemic upon the District. While the potential impact of the Pandemic on the District cannot be quantified at this time, the continued outbreak of COVID-19 could have an adverse effect on the District's operations and financial condition.

The Pandemic has negatively affected travel, commerce, and financial markets globally, and is widely expected to continue negatively affecting economic growth and financial markets worldwide. These negative impacts may reduce or negatively affect property values within the District. The District's bonded debt is secured by an unlimited ad valorem tax, and a reduction in property values may require an increase in the ad valorem tax rate required to pay the bonds as well as the District's share of operations and maintenance expenses payable from ad valorem taxes.

Additionally, State funding of District operations and maintenance in future fiscal years could be adversely impacted by the negative effects on economic growth and financial markets resulting from the Pandemic as well as ongoing disruptions in the global oil markets.

## REQUIRED SUPPLEMENTARY INFORMATION

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED JUNE 30, 2021

	FY 2021 Plan Year 2020	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018
District's Proportion of the Net Pension Liability (Asset)	0.0415243%	0.0431895%	0.0409407%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 22,239,581	\$ 22,451,244	\$ 22,534,778
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	42,678,106	37,628,533	39,670,943
Total	<u>\$ 64,917,687</u>	<u>\$ 60,079,777</u>	<u>\$ 62,205,721</u>
District's Covered Payroll	\$ 57,211,357	\$ 51,728,264	\$ 48,041,971
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	38.87%	43.40%	46.91%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	75.54%	75.24%	73.74%

Note: GASB Codification, Vol. 2, P20.183 requires that the information on this schedule be data from the period corresponding with the periods covered as of the measurement dates of August 31, 2019 for year 2020, August 31, 2018 for year 2019, August 31, 2017 for year 2018, August 31, 2016 for year 2017, August 31, 2015 for year 2016 and August 31, 2014 for year 2015.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

<u>FY 2018</u>		<u>FY 2017</u>		<u>FY 2016</u>		<u>FY 2015</u>	
<u>Plan Year 2017</u>		<u>Plan Year 2016</u>		<u>Plan Year 2015</u>		<u>Plan Year 2014</u>	
0.0376374%		0.0348517%		0.0337998%		0.02015%	
\$	12,034,410	\$	13,169,930	\$	11,947,779	\$	5,382,344
23,641,771		27,244,383		25,893,230		21,144,186	
\$	35,676,181	\$	40,414,313	\$	37,841,009	\$	26,526,530
\$	45,407,295	\$	41,740,054	\$	39,123,164	\$	36,658,934
26.50%		31.55%		30.54%		14.68%	
82.17%		78.00%		78.43%		83.25%	



MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR FISCAL YEAR 2021

	2021	2020	2019
Contractually Required Contribution	\$ 1,742,107	\$ 1,662,892	\$ 1,490,880
Contribution in Relation to the Contractually Required Contribution	(1,742,107)	(1,662,892)	(1,490,880)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 61,271,767	\$ 56,336,891	\$ 51,003,623
Contributions as a Percentage of Covered Payroll	2.84%	2.95%	2.92%

Note: GASB Codification, Vol. 2, P20.183 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

2018		2017		2016		2015	
\$	1,340,831	\$	1,201,851	\$	1,085,237	\$	914,025
	(1,340,831)		(1,201,851)		(1,085,237)		(914,025)
\$	-	\$	-	\$	-	\$	-
\$	47,551,680	\$	44,717,056	\$	41,426,114	\$	38,651,438
	2.82%		2.69%		2.62%		2.36%

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED JUNE 30, 2021

	FY 2021 Plan Year 2020	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.05980477%	0.05719342%	0.05575242%	\$ 0.05131726%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 22,734,492	\$ 27,047,472	\$ 27,837,693	\$ 22,315,951
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	30,549,707	35,940,039	42,330,975	\$ 36,755,075
Total	<u>\$ 53,284,199</u>	<u>\$ 62,987,511</u>	<u>\$ 70,168,668</u>	<u>\$ 59,071,026</u>
District's Covered Payroll	\$ 57,211,357	\$ 51,728,264	\$ 48,041,976	\$ 45,407,295
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	39.74%	52.29%	57.94%	\$ 49.15%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	4.99%	2.66%	1.57%	\$ 0.91%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. Therefore the amounts reported for FY 2021 are for the measurement date of August 31, 2020. The amounts for FY 2020 are for the measurement date of August 31, 2019. The amounts for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR FISCAL YEAR 2021

	2021	2020	2019	2018
Contractually Required Contribution	\$ 481,496	\$ 440,978	\$ 400,453	\$ 357,241
Contribution in Relation to the Contractually Required Contribution	(481,496)	(440,978)	(400,453)	(357,241)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 61,271,767	\$ 56,336,896	\$ 51,003,623	\$ 47,551,680
Contributions as a Percentage of Covered Payroll	0.79%	0.78%	0.79%	0.75%

Note: GASB Codification, Vol. 2, P50.238 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

Information in this schedule should be provided only for the years where data is available. Eventually 10 years of data should be presented.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED JUNE 30, 2021

PENSION LIABILITY:

*Changes of benefit terms:*

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

*Changes of assumptions:*

There were no changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

OPEB LIABILITY:

*Changes of benefit terms:*

There were no changes in benefit terms since the prior measurement date.

*Changes of assumptions:*

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 2.63 percent as of August 31, 2019 to 2.33 percent as of August 31, 2020. This change increased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.
- The ultimate health care trend rate assumption was lowered from 4.50 percent to 4.25 percent as a result of Congress' repeal of the excise (Cadillac) tax on high-cost employer health plans in December 2019. This change lowered the Total OPEB Liability.

## COMBINING SCHEDULES

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
NONMAJOR GOVERNMENTAL FUNDS  
JUNE 30, 2021

Data Control Codes		211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	240 National Breakfast and Lunch Program
<b>ASSETS</b>					
1110	Cash and Cash Equivalents	\$ (152,781)	\$ (87,726)	\$ 3,754	\$ 871,596
1240	Due from Other Governments	211,611	241,069	-	75,383
1260	Due from Other Funds	-	11,597	-	-
1290	Other Receivables	-	-	-	-
1000	Total Assets	<u>\$ 58,830</u>	<u>\$ 164,940</u>	<u>\$ 3,754</u>	<u>\$ 946,979</u>
<b>LIABILITIES</b>					
2110	Accounts Payable	\$ -	\$ 6,282	\$ -	\$ 106
2150	Payroll Deductions and Withholdings Payable	-	408	-	28
2160	Accrued Wages Payable	58,830	158,250	3,754	4,439
2300	Unearned Revenue	-	-	-	113,932
2000	Total Liabilities	<u>58,830</u>	<u>164,940</u>	<u>3,754</u>	<u>118,505</u>
<b>FUND BALANCES</b>					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	-	-	-	828,474
Committed Fund Balance:					
3545	Other Committed Fund Balance	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>828,474</u>
4000	Total Liabilities and Fund Balances	<u>\$ 58,830</u>	<u>\$ 164,940</u>	<u>\$ 3,754</u>	<u>\$ 946,979</u>

244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	276 Instructional Continuity	281 ESSER-School Emergency Relief-II	289 Other Federal Special Revenue Funds	392 Non-Ed. Community Based Support
\$ (13,728)	\$ (19,648)	\$ (3,920)	\$ (23,480)	\$ -	\$ (1,860,808)	\$ -	\$ (1,071)
12,752	26,325	3,920	23,480	-	1,860,808	-	1,071
-	11,597	-	-	-	-	-	-
1,079	-	-	-	-	-	-	-
<u>\$ 103</u>	<u>\$ 18,274</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
\$ -	\$ 9,547	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-
103	8,727	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>103</u>	<u>18,274</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 103</u>	<u>\$ 18,274</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>



MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
NONMAJOR GOVERNMENTAL FUNDS  
JUNE 30, 2021

Data Control Codes		397 Advanced Placement Incentives	410 State Instructional Materials	429 Other State Special Revenue Funds	461 Campus Activity Funds
<b>ASSETS</b>					
1110	Cash and Cash Equivalents	\$ -	\$ (14,433)	\$ 8,161	\$ 844,705
1240	Due from Other Governments	-	15,546	4,246	-
1260	Due from Other Funds	-	-	-	-
1290	Other Receivables	-	-	-	3,516
1000	Total Assets	<u>\$ -</u>	<u>\$ 1,113</u>	<u>\$ 12,407</u>	<u>\$ 848,221</u>
<b>LIABILITIES</b>					
2110	Accounts Payable	\$ -	\$ -	\$ -	\$ -
2150	Payroll Deductions and Withholdings Payable	-	-	103	-
2160	Accrued Wages Payable	-	-	3,747	-
2300	Unearned Revenue	-	-	8,557	-
2000	Total Liabilities	<u>-</u>	<u>-</u>	<u>12,407</u>	<u>-</u>
<b>FUND BALANCES</b>					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	-	1,113	-	-
Committed Fund Balance:					
3545	Other Committed Fund Balance	-	-	-	848,221
3000	Total Fund Balances	<u>-</u>	<u>1,113</u>	<u>-</u>	<u>848,221</u>
4000	Total Liabilities and Fund Balances	<u>\$ -</u>	<u>\$ 1,113</u>	<u>\$ 12,407</u>	<u>\$ 848,221</u>

480 Athletic Summer Camps	499 Other Local Special Revenue Funds	Total Nonmajor Governmental Funds
\$ 164,126	\$ 198,169	\$ (87,084)
-	-	2,476,211
20	-	23,214
4,100	-	8,695
<u>\$ 168,246</u>	<u>\$ 198,169</u>	<u>\$ 2,421,036</u>
\$ -	\$ 140	\$ 16,075
1,202	73	1,814
43,950	72,502	354,302
-	-	122,489
<u>45,152</u>	<u>72,715</u>	<u>494,680</u>
-	-	829,587
123,094	125,454	1,096,769
<u>123,094</u>	<u>125,454</u>	<u>1,926,356</u>
<u>\$ 168,246</u>	<u>\$ 198,169</u>	<u>\$ 2,421,036</u>

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes		211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	240 National Breakfast and Lunch Program
<b>REVENUES:</b>					
5700	Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ 519,043
5800	State Program Revenues	-	-	-	20,579
5900	Federal Program Revenues	401,008	1,444,338	14,130	3,224,339
5020	Total Revenues	401,008	1,444,338	14,130	3,763,961
<b>EXPENDITURES:</b>					
Current:					
0011	Instruction	393,258	1,081,956	14,130	-
0012	Instructional Resources and Media Services	-	-	-	-
0013	Curriculum and Instructional Staff Development	5,750	20,826	-	-
0021	Instructional Leadership	-	34,894	-	-
0023	School Leadership	-	-	-	-
0031	Guidance, Counseling, and Evaluation Services	-	300,581	-	-
0033	Health Services	-	1,287	-	-
0034	Student (Pupil) Transportation	-	4,794	-	-
0035	Food Services	-	-	-	3,453,463
0036	Extracurricular Activities	-	-	-	-
0041	General Administration	-	-	-	-
0051	Facilities Maintenance and Operations	-	-	-	48,128
0052	Security and Monitoring Services	-	-	-	-
0053	Data Processing Services	-	-	-	-
0061	Community Services	2,000	-	-	-
6030	Total Expenditures	401,008	1,444,338	14,130	3,501,591
1200	Net Change in Fund Balance	-	-	-	262,370
0100	Fund Balance - July 1 (Beginning)	-	-	-	566,104
3000	Fund Balance - June 30 (Ending)	\$ -	\$ -	\$ -	\$ 828,474

244	255	263	266	276	281	289	392
Career and Technical - Basic Grant	ESEA II,A Training and Recruiting	Title III, A English Lang. Acquisition	ESSER -School Emergency Relief	Instructional Continuity	ESSER-School Emergency Relief-II	Other Federal Special Revenue Funds	Non-Ed. Community Based Support
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-
52,984	134,651	19,555	335,115	10,486	1,805,889	28,768	-
52,984	134,651	19,555	335,115	10,486	1,805,889	28,768	-
50,332	46,582	4,905	47,156	10,486	1,344,507	21,000	-
-	-	-	-	-	14,964	-	-
-	88,069	14,650	-	-	14,203	1,700	-
-	-	-	-	-	10,652	-	-
2,652	-	-	-	-	78,999	-	-
-	-	-	-	-	49,203	6,068	-
-	-	-	12,080	-	18,058	-	-
-	-	-	8,850	-	49,711	-	-
-	-	-	-	-	1,522	-	-
-	-	-	159	-	10,297	-	-
-	-	-	10,846	-	27,899	-	-
-	-	-	256,024	-	139,370	-	-
-	-	-	-	-	13,259	-	-
-	-	-	-	-	16,739	-	-
-	-	-	-	-	16,506	-	-
52,984	134,651	19,555	335,115	10,486	1,805,889	28,768	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes		397 Advanced Placement Incentives	410 State Instructional Materials	429 Other State Special Revenue Funds	461 Campus Activity Funds
REVENUES:					
5700	Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ 327,309
5800	State Program Revenues	12,550	560,403	163,366	-
5900	Federal Program Revenues	-	-	-	-
5020	Total Revenues	12,550	560,403	163,366	327,309
EXPENDITURES:					
Current:					
0011	Instruction	-	560,403	4,813	83,966
0012	Instructional Resources and Media Services	-	-	-	9,232
0013	Curriculum and Instructional Staff Development	12,550	-	-	282
0021	Instructional Leadership	-	-	-	-
0023	School Leadership	-	-	-	61,892
0031	Guidance, Counseling, and Evaluation Services	-	-	6,630	-
0033	Health Services	-	-	-	-
0034	Student (Pupil) Transportation	-	-	-	263
0035	Food Services	-	-	-	-
0036	Extracurricular Activities	-	-	-	41,332
0041	General Administration	-	-	-	21,608
0051	Facilities Maintenance and Operations	-	-	-	193
0052	Security and Monitoring Services	-	-	151,923	-
0053	Data Processing Services	-	-	-	-
0061	Community Services	-	-	-	-
6030	Total Expenditures	12,550	560,403	163,366	218,768
1200	Net Change in Fund Balance	-	-	-	108,541
0100	Fund Balance - July 1 (Beginning)	-	1,113	-	739,680
3000	Fund Balance - June 30 (Ending)	\$ -	\$ 1,113	\$ -	\$ 848,221

480	499	Total
Athletic	Other Local	Nonmajor
Summer	Special	Governmental
Camps	Revenue Funds	Funds
\$ 198,888	\$ 480,421	\$ 1,525,661
-	-	756,898
-	-	7,471,263
198,888	480,421	9,753,822
-	-	3,663,494
-	-	24,196
-	-	158,030
-	-	45,546
-	-	143,543
-	-	362,482
-	-	31,425
-	-	63,618
-	-	3,454,985
138,695	-	190,483
-	-	60,353
-	-	443,715
-	-	165,182
-	-	16,739
-	493,060	511,566
138,695	493,060	9,335,357
60,193	(12,639)	418,465
62,901	138,093	1,507,891
\$ 123,094	\$ 125,454	\$ 1,926,356

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## REQUIRED T.E.A. SCHEDULES



MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF DELINQUENT TAXES RECEIVABLE  
FISCAL YEAR ENDED JUNE 30, 2021

Last 10 Years	(1)	(2)	(3)
	Tax Rates		Assessed/Appraised Value for School Tax Purposes
	Maintenance	Debt Service	
2012 and prior years	Various	Various	\$ Various
2013	1.040000	0.500000	2,994,973,426
2014	1.040000	0.500000	3,102,562,157
2015	1.040000	0.500000	3,294,631,539
2016	1.040000	0.500000	3,545,710,454
2017	1.040000	0.500000	3,847,326,876
2018	1.040000	0.500000	4,223,360,743
2019	1.040000	0.500000	4,619,229,379
2020	0.970000	0.500000	5,191,677,325
2021 (School year under audit)	0.889800	0.490000	5,881,737,435
1000 TOTALS			
9000 Portion of Row 1000 for Taxes Paid into Tax Increment Zone (See Footnote)			\$ <u>754,956,731</u>

(10) Beginning Balance 7/1/2020	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 6/30/2021
\$ 55,838	\$ -	\$ 7,851	\$ 2,518	\$ (1,641)	\$ 43,828
18,892	-	3,374	1,622	(77)	13,819
18,636	-	3,151	1,515	(220)	13,750
67,406	-	58,551	28,149	46,886	27,592
85,027	-	64,729	31,120	44,992	34,170
105,825	-	65,862	31,664	37,690	45,989
124,337	-	88,217	42,412	83,338	77,046
164,781	-	84,272	40,515	77,840	117,834
606,355	-	287,349	148,118	227	171,115
-	79,431,313	50,478,089	27,797,554	(447,551)	708,119
<u>\$ 1,247,097</u>	<u>\$ 79,431,313</u>	<u>\$ 51,141,445</u>	<u>\$ 28,125,187</u>	<u>\$ (158,516)</u>	<u>\$ 1,253,262</u>
<u>\$ -</u>	<u>\$ 10,408,124</u>	<u>\$ 6,711,950</u>	<u>\$ 3,696,174</u>	<u>\$ -</u>	<u>\$ -</u>

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 2,438,261	\$ 710,249	\$ 519,043	\$ (191,206)
5800	State Program Revenues	11,668	20,580	20,579	(1)
5900	Federal Program Revenues	1,428,487	3,198,487	3,224,339	25,852
5020	Total Revenues	3,878,416	3,929,316	3,763,961	(165,355)
EXPENDITURES:					
Current:					
0035	Food Services	3,633,083	3,809,083	3,453,463	355,620
0051	Facilities Maintenance and Operations	57,100	57,100	48,128	8,972
6030	Total Expenditures	3,690,183	3,866,183	3,501,591	364,592
1200	Net Change in Fund Balances	188,233	63,133	262,370	199,237
0100	Fund Balance - July 1 (Beginning)	566,104	566,104	566,104	-
3000	Fund Balance - June 30 (Ending)	\$ 754,337	\$ 629,237	\$ 828,474	\$ 199,237

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - DEBT SERVICE FUND  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 28,229,986	\$ 28,277,988	\$ 28,252,326	\$ (25,662)
5800 State Program Revenues	407,464	211,894	211,894	-
5020 Total Revenues	28,637,450	28,489,882	28,464,220	(25,662)
EXPENDITURES:				
Debt Service:				
0071 Principal on Long-Term Debt	7,378,729	41,528,729	41,528,728	1
0072 Interest on Long-Term Debt	18,945,419	17,868,543	17,868,539	4
0073 Bond Issuance Cost and Fees	20,000	4,179,985	4,174,234	5,751
6030 Total Expenditures	26,344,148	63,577,257	63,571,501	5,756
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	2,293,302	(35,087,375)	(35,107,281)	(19,906)
OTHER FINANCING SOURCES (USES):				
7911 Capital Related Debt Issued	-	136,180,000	136,180,000	-
7916 Premium or Discount on Issuance of Bonds	-	16,702,272	16,702,271	(1)
8949 Other (Uses)	(2,293,302)	(118,962,545)	(118,962,544)	1
7080 Total Other Financing Sources (Uses)	(2,293,302)	33,919,727	33,919,727	-
1200 Net Change in Fund Balances	-	(1,167,648)	(1,187,554)	(19,906)
0100 Fund Balance - July 1 (Beginning)	17,881,312	17,881,312	17,881,312	-
3000 Fund Balance - June 30 (Ending)	\$ 17,881,312	\$ 16,713,664	\$ 16,693,758	\$ (19,906)

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## FEDERAL AWARDS SECTION

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees  
Midlothian Independent School District  
Midlothian, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Midlothian Independent School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Midlothian Independent School District's basic financial statements, and have issued our report dated October 5, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.



### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of the audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay, PC  
Denton, Texas

October 5, 2021

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees  
Midlothian Independent School District  
Midlothian, Texas

**Report on Compliance for Each Major Federal Program**

We have audited Midlothian Independent School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Midlothian Independent School District's major federal programs for the year ended June 30, 2021. Midlothian Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of finding and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of Midlothian Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Midlothian Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Midlothian Independent School District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, Midlothian Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

## Report on Internal Control Over Compliance

Management of Midlothian Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Midlothian Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Midlothian Independent School District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay, PC  
Denton, Texas

October 5, 2021

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2021

I. Summary of Auditor's Results

1. Type of auditor's report issued on the financial statements: Unmodified.
2. Internal control over financial reporting:  
Material weakness(es) identified: None  
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
3. Noncompliance which is material to the financial statements: None
4. Internal controls over major federal programs:  
Material weakness(es) identified: None  
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
5. Type of auditor's report on compliance for major federal programs: Unmodified.
6. Did the audit disclose findings which are required to be reported in accordance with 2 CFR 200.516(a)? No
7. Major programs include:  
AFLN 84.425D Elementary & Secondary School Emergency Relief II  
AFLN 84.425D Prior Purchase Reimbursement Program
8. Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.
9. Low risk auditee: Yes

II. Findings Related to the Financial Statements

None

III. Other Findings

None

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF STATUS OF PRIOR FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2021

No prior findings.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
CORRECTIVE ACTION PLAN  
FOR THE YEAR ENDED JUNE 30, 2021

**CORRECTIVE ACTION PLAN**

None required.

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2021

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal Assistance Listing No.	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. DEPARTMENT OF EDUCATION</b>			
<u>Passed Through Region 10 Education Service Center</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	20610101057950	\$ 401,008
Title III, Part A - English Language Acquisition	84.365A	20671001057950	19,555
Total Passed Through Region 10 Education Service Center			420,563
<u>Passed Through State Department of Education</u>			
*IDEA - Part B, Formula	84.027	206600010709086600	1,444,338
*IDEA - Part B, Preschool	84.173	206610010409086610	14,130
Total Special Education Cluster (IDEA)			1,458,468
Career and Technical - Basic Grant	84.048	20420006070908	52,984
ESEA, Title II, Part A, Teacher Principal Training	84.367A	20694501070908	134,651
Instructional Continuity	84.377A	17610740070908	10,486
ESEA, Title IV, Part A - Student Support	84.424A	21680101070908	28,768
Elementary & Secondary School Emergency Relief Fd	84.425D	20521001070908	335,115
Elementary Secondary School Emergency Relief II	84.425D	21521001070908	1,223,608
Prior Purchase Reimbursement Program	84.425D	52102135	582,281
Total Assistance Listing Number 84.425			2,141,004
Total Passed Through State Department of Education			3,826,361
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			4,246,924
<b>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</b>			
<u>Passed Through Texas Health and Human Services Commission</u>			
Medicaid Administrative Claiming Program - MAC	93.778	529-13-0035-00004	22,264
Total Passed Through Texas Health and Human Services Commission			22,264
<b>TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</b>			22,264
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
<u>Passed Through the State Department of Agriculture</u>			
*School Breakfast Program	10.553	71402101	568,740
*National School Lunch Program - Cash Assistance	10.555	71302001	2,455,823
*National School Lunch Prog. - Non-Cash Assistance	10.555	71302101	199,776
Total Assistance Listing Number 10.555			2,655,599
Total Child Nutrition Cluster			3,224,339
Total Passed Through the State Department of Agriculture			3,224,339
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			3,224,339
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			<b>\$ 7,493,527</b>

\*Clustered Programs

See Accompanying Notes to the Schedule of Expenditures of Federal Awards

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT  
NOTES ON ACCOUNTING POLICIES FOR FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2021

- For all Federal programs, the District uses the fund types specified in Texas Education Agency's *Financial Accountability System Resource Guide*.
- **General Fund** - is used to account for among other things, resources related to the United States Department of Defense ROTC program and the United States Department of Education's Impact Aid.
- **Special Revenue Funds** - are used to account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a Special Revenue Fund. Generally, unused balances are returned to the grantor at the close of specified project periods.
- The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The Governmental Fund types are accounted for using a current financial resources measurement focus. All Federal grant funds were accounted for in a Special Revenue Fund or, in some instances, in the General Fund which are Governmental Fund type funds.

With this measurement focus, only current assets and current liabilities and the fund balance are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets. The modified accrual basis of accounting is used in the Governmental Fund types. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on General Long-Term Debt, which is recognized when due, and certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources. Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned.

- The period of performance for federal grant funds for the purpose of liquidation of outstanding obligations made on or before the ending date of the federal project period extended 90 days beyond the federal project period ending date, in accordance with provisions in Section H, Period of Performance of Federal Funds, 3 CFR Section 200.343 (b).
- FALN numbers for commodity assistance are the FALN numbers of the programs under which USDA donated the commodities.
- Indirect cost reimbursement for federal programs for this fiscal year was received in the amount of \$-0-.
- Reconciliation Information:

Amount reported on the Schedule of Expenditures of Federal awards	\$7,493,527
SHARS Revenue reported in the General Fund	857,914
SHARS Supplemental revenue reported in the General Fund	41,094
Plus Revenue Received from Coronavirus Relief Fund for FY20 Expenditures:	
Passed through TEA (PPRP)	54,919
Passed through FEMA	35,015
Passed through TDEM	<u>213,392</u>
Total Federal Program Revenue	<u>\$8,695,861</u>



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**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Designation of Fund Balance</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The Resolution to amend GASB No. 54 which was approved by the Board of Trustees in October 2013 allows the board at any time they deem fit prior to the issuance of the financial statements for the year to reassign fund balance into any or all of the following five (5) categories:</p> <p><i>Non-spendable fund balance</i> – Includes amounts that are not in a spendable form, such as inventory, or that are required to be maintained intact, such as the corpus of an endowment fund.</p> <p><i>Restricted fund balance</i> – Includes amounts constrained to a specific purpose by the provider, such as a grantor.</p> <p><i>Committed fund balance</i> - Includes amounts constrained to a specific purpose by the governing body itself (the Board).</p> <p><i>Assigned fund balance</i> – Includes amounts intended for a specific purpose (the governing body may express intent or may delegate the authority to express intent).</p> <p><i>Unassigned fund balance</i> – Includes amounts available for any purpose.</p> <p>The District's replacement schedule has capital items including roof replacements, flooring replacements, HVAC replacements, buses, technology, band instruments and athletic tracks, courts and fields. Based on the needs of the district and the age of the equipment, administration makes recommendations to commit fund balance as follows:</p> <p>Adjust the Committed Fund Balance for Capital Expenditures and Equipment to \$3,043,006 for bus and white fleet replacements and additions, band instruments replacements (MHS, FSMS, WGMS), Athletic replacement of HHS turf field and resurface old tennis courts at MHS, Maintenance roof replacements (MHS and Old DAEP at Administration), Maintenance flooring (Multi-Purpose Stadium press box carpet, Auxiliary carpet, MHS carpet for wings 100, 200, 600, 700 and 800). Unassigned Fund Balance would be adjusted to \$16,342,087; General Fund Balance Assigned for Construction will remain the same at \$13,500,000; and non-spendable Fund Balance for Inventories and Prepaid items at \$52,927.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	If all funds were spent for current year replacements and additions, the impact on the budget would be \$3,043,006 from Committed Fund Balance for Capital Expenditures.	
<b>Policy:</b>	<b>CE (Local)</b>	
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that	

	foster flexible and innovative learning spaces.
<b>Administration Recommended Option:</b>	It is the administration's recommendation to approve the designation of fund balance as presented.
<b>Motion:</b>	Presented as a Consent item. If desired, the motion to the effect might be "I move for approval of the Board of Trustees to transfer \$6,023,728 from Committed Fund Balance for Expenditures and Equipment to Unassigned Fund Balance."
<b>Presenter:</b>	Jim Norris

Projected Capital Project Needs  
As of October 18, 2021  
Fund Balance Report

	2016 Bonds	General Fund Balance-Assigned for Construction	Nonspendable Fund Balance for Inventories and Prepaid Items	Committed Fund Balance for Capital Expenditures & Equipment	Unassigned Fund Balance	Total Fund Balance
Current Year Capital Expenditures and Equipment						
<b>Audited June 30, 2021 Balance</b>	<b>\$ 82,442,007</b>	<b>\$ 13,500,000</b>	<b>\$ 52,927</b>	<b>\$ 9,066,734</b>	<b>\$ 10,318,359</b>	<b>\$ 32,938,020</b>
Current Year Adjustments to Fund Balance				(6,023,728)	6,023,728	-
July - September Interest Revenue	4,795					
July - September Expenses	(11,093,016)					
Funds Committed for Projects	(66,680,246)					
	(77,768,467)	-	-	(6,023,728)	6,023,728	-
<b>Estimated Balances as of October 18, 2021</b>	<b>\$ 4,673,540</b>	<b>\$ 13,500,000</b>	<b>\$ 52,927</b>	<b>\$ 3,043,006 ~</b>	<b>\$ 16,342,087</b>	<b>\$ 32,938,020</b>
<b>Other Proposed Projects for Transportation, Athletics, Maintenance and Technology (Replacement Schedules) and Additions to Bus Fleet for Growth</b>						
Fiscal Year 2021-22				3,043,006		3,043,006
Fiscal Year 2022-23					3,355,906	3,355,906
Fiscal Year 2023-24					4,772,791	4,772,791
Fiscal Year 2024-25					1,148,231	1,148,231
Fiscal Year 2025-26					477,076	477,076
Total Est. Project Costs Fiscal Years 2021-26		-	-	3,043,006	9,754,004	12,797,010
<b>Estimated Balances as of June 30, 2026</b>		<b>\$ 13,500,000</b>	<b>\$ 52,927</b>	<b>\$ -</b>	<b>\$ 6,588,083</b>	<b>\$ 20,141,010</b>

Recommendations for 2021-22 Fund Balance Uses

<b>Addition to bus fleet for growth</b>	
<b>3 Regular Ed buses and 1 Special Ed bus</b>	<b>\$ 400,000</b>
<b>Replacement Schedules 2021-2022</b>	
Band Instruments per replacement schedule	97,856
Transportation per replacement schedule	284,000
Athletics per replacement schedule	725,000
Maintenance per replacement schedule	1,536,150
Technology per replacement schedule	-
Total Estimated Growth and Capital Projects	<u><u>\$ 3,043,006 ~</u></u>

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>MEF Update -- Information Item</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The Midlothian ISD Education Foundation (MEF) has more support than ever to serve our teachers and students in MISD. This year MEF has partnered with each campus to have an MEF campus ambassador for each school. This is a teacher or staff member who has a strong connection to MEF (hopefully it is a former MEF scholarship or grant recipient). Our new MEF assistant, Adriana Colunga, keeps the ambassadors up to date on what is happening with MEF so ambassadors can share MEF info at their campus staff meetings.</p> <p>Here is a quick update on MEF activities this semester:</p> <ul style="list-style-type: none"> <li>• At convocation this year, MEF provided a Crumbl Cookie for all staff to celebrate the new school year.</li> <li>• New teachers got a set of great pens from MEF to kick off the school year! We know how much teachers love high-quality pens.</li> <li>• MEF partnered with Tim Tobey State Farm Insurance during back-to-school week and provided our entire transportation team with breakfast while they prepared to kick off the year.</li> <li>• In September, we wanted to help teachers get started with supplies by offering the Holcim STEM Mini-Grants which provided teachers in our district with a total of XXX dollars in funds to provide STEM classroom supplies to our students.</li> <li>• The annual MEF staff drive began in early October. Methodist Hospital sponsored our staff drive this year.</li> <li>• MEF also held the 17th Annual MEF Golf Tournament on October 1st, raising over XXX dollars.</li> <li>• The Golf Tournament also kicked off a Golf Club drive for MEF. We are collecting new and gently used golf clubs to donate to our middle school golf programs so</li> </ul>	

	<p>more students have the opportunity to try this sport without this financial barrier.</p> <ul style="list-style-type: none"> <li>• The MEF Innovative Teaching Grant applications will open in early November.</li> <li>• MEF is taking care of our staff with treats. We are providing cookies made by our students at the MILE for individual staff appreciation days.</li> <li>• MEF is partnering with Grand Canyon University this week to provide breakfast to our bus drivers during Bus Driver Appreciation Week.</li> </ul> <p>The fun will just keep going and we can't wait until our next update where we can share our grant winners with you for this year and a full list of our MEF donors/partners!</p> <p>We would like to thank the many businesses that partner with us to make this all happen for our staff and students. A special thanks today goes to our Platinum Sponsor, Methodist Hospital in Midlothian who is always willing to help us when we ask. Another special thanks goes out to Board member, Tami Tobey, for jumping in this year and serving as the Board of Trustees Representative on the MEF Board. She has been very supportive.</p> <p>*** XXX dollar amounts will be updated prior to the Board meeting once they are tallied.</p>
<b>Fiscal Impact/Budget Function Code:</b>	N/A
<b>Policy:</b>	N/A
<b>District Goal:</b>	Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.
<b>Administration Recommended Option:</b>	N/A
<b>Motion:</b>	None
<b>Presenter:</b>	Sheri Brezeale

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>CTE Program Update</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>Consider the update on CTE programs in the following areas:</p> <ul style="list-style-type: none"> <li>• Certifications</li> <li>• Partnerships</li> <li>• Capstone Experience</li> <li>• The MILE</li> <li>• Student Survey Data</li> </ul> <p>CTE Program Update Presentation</p>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goals:</b>	<u><b>Goal 1:</b></u> Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
<b>Administration Recommended Option:</b>	Information Only	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	Nikki Nix, Shelle Blaylock	



# CTE : Career and Technical Education

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2020-2021 Year in Review



# MILE Student Enrollment by Program

Program	Student Enrollment 2020-21	Student Enrollment 2021-22
Entrepreneurship	73	104 (+31)
Culinary Arts	43	98 (+55)
Cybersecurity	28	78 (+50)
Engineering	76	92 (+16)
Video Game Design	47	91 (+44)
Total Enrollment	267	<b>529</b> (+262) <small>*includes 66 students in Business English, Food Science and Financial Math</small>



## Certifications - By Type

Certification Types			
	HHS	MHS	Total
PER - Perkins Effectiveness Report	42	84	126
IBC - Industry Based Certifications (A-F)	37	55	92
Good for Students	463	780	1242

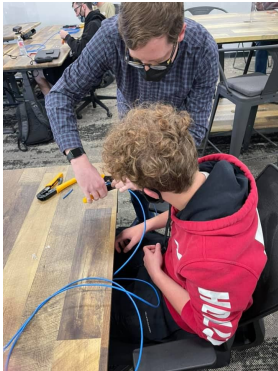


# Certifications - Year over Year

Year Over Year Certification Numbers			
	<u>PER</u>	<u>IBC</u>	<u>Good for Students</u>
2016-2017	3	N/A	No data
2017-2018	16	16	No data
2018-2019	75	68	361
2019-2020 <i>(*COVID Impact)</i>	58*	58*	910
2020-2021	126	92	<b>1242</b>



# Capstone Experience



# Capstone Experience Summary

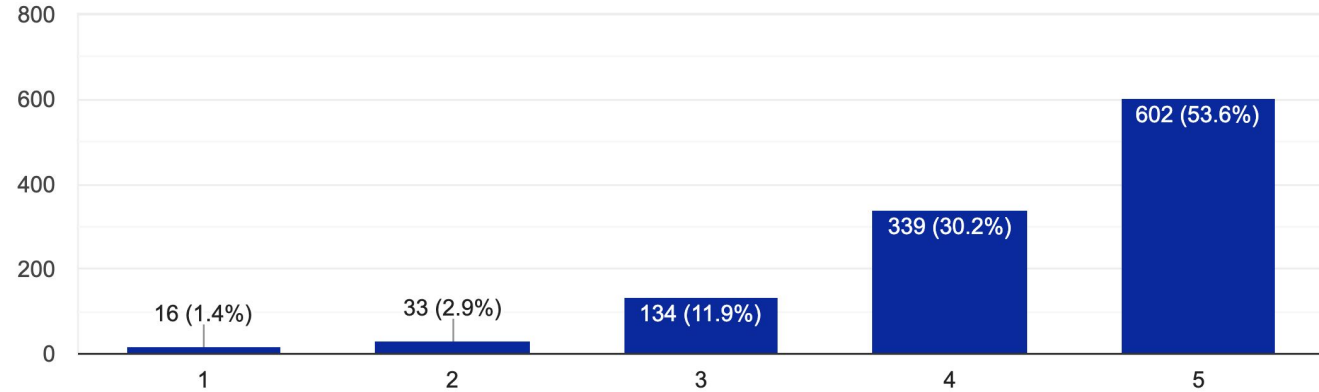
	MHS	HHS	Total
<b>2019</b>	23	25	48
<b>2020</b>	52	26	78
<b>2021</b>	141	80	221
<b>2021-22</b>	205	106	<b>311</b>



# Student Feedback

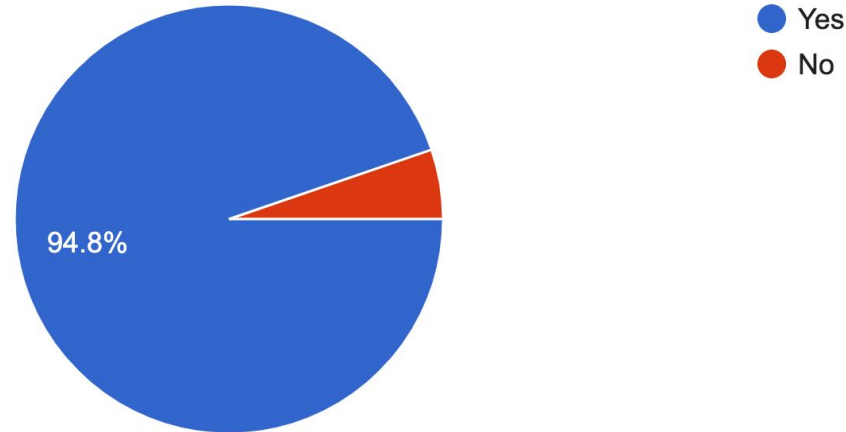
The course work in this class helped me learn new skills to prepare me for college and career or life endeavors.

1,124 responses



I would recommend this course to other students.

1,124 responses



# Ways to Partner...

- **Mentor**
- **SME (Subject Matter Expert)**
- **Internships**
- Judge
- Guest Speaker
- Mock Interviews
- Program Evaluation / Feedback



**Interested in partnering?**

**Contact:**

[nikki.nix@misd.gs](mailto:nikki.nix@misd.gs)





**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Distinguished High School Partnership Program with Tarleton University</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>MISD and Tarleton desire to enter into a memorandum of understanding regarding the automatic acceptance of students graduating within the top 33% of their respective classes from Midlothian ISD in order to provide targeted higher education opportunities following high school graduation. Midlothian ISD and Tarleton will commit to the terms outlined in the MOU.</p> <p><a href="#">MOU Midlothian ISD and Tarleton</a></p>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goal:</b>	<b>Goal 1:</b> Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
<b>Administration Recommended Option:</b>	Information only: MOU for the partnership with Tarleton University for the 21-22 School Year.	
<b>Motion:</b>	N/A	
<b>Presenter:</b>	Shelle Blaylock	

**, Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>MISD 2021-22 District Improvement Plan/Campus Improvement Plan Review</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>Improvement Plan Development Rationale:</p> <p>BQ (<a href="#">Legal</a> &amp; <a href="#">Local</a>) states a board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:</p> <ol style="list-style-type: none"> <li>1. Are mutually supportive to accomplish the identified objectives; and</li> <li>2. At a minimum, support the state goals and objectives under Education Code Chapter 4 that include.</li> </ol> <ul style="list-style-type: none"> <li>● parent partnerships</li> <li>● students challenged to fullest potential</li> <li>● well-balanced and appropriate curriculum</li> <li>● character and citizenship</li> <li>● highly qualified personnel (recruitment and retention)</li> <li>● student and school safety</li> <li>● technology integration</li> <li>● career and technology education</li> </ul> <p><a href="#">MISD DIP/CIPs 2021-22 Presentation</a></p> <p>Board Policies:</p> <p>BQA (<a href="#">Legal</a> &amp; <a href="#">Local</a>) - District Level Committee Process &amp; Makeup</p> <p>BQB (<a href="#">Legal</a> &amp; <a href="#">Local</a>) - Campus Level Committee Process &amp; Makeup</p> <p>At the October board meeting, draft plans for the district and campuses will be shared to begin review by the board. Processes, structure and timelines of district educational improvement committees and campus educational improvement committees will be provided.</p> <p>2021-22 DRAFT District Improvement Plans (DIP) &amp; Campus Improvement Plans (CIPs) for Information Only:</p> <p><a href="#">MISD District Improvement Plan</a> - <b>Draft</b></p> <p><a href="#">Baxter Elementary</a> - <b>Draft</b></p> <p><a href="#">Irvin Elementary</a> - <b>Draft</b></p> <p><a href="#">Longbranch Elementary</a> - <b>Draft</b></p> <p><a href="#">McClatchey Elementary</a> - <b>Draft</b></p> <p><a href="#">Miller Elementary</a> - <b>Draft</b></p>	

	Mt. Peak Elementary - Draft Vitovsky Elementary - Draft Dieterich Middle School - Draft Frank Seale Middle School - Draft Walnut Grove Middle School - Draft Midlothian High School - Draft Midlothian Heritage High School - Draft
<b>Fiscal Impact/Budget Function Code:</b>	None
<b>Policy:</b>	N/A
<b>District Goal:</b>	GOAL 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
<b>Administration Recommended Option:</b>	Information Item
<b>Motion:</b>	N/A
<b>Presenter:</b>	Shelle Blaylock



# **District & Campus Improvement Plan Process 2021-2022: *Information Only***

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October 18, 2021

# Policy Requirements

BQ ([Legal](#) & [Local](#)) states a board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4 that include.
  - parent partnerships
  - students challenged to fullest potential
  - well-balanced and appropriate curriculum
  - character and citizenship
  - highly qualified personnel (recruitment and retention)
  - student and school safety
  - technology integration
  - career and technology education

- ❖ BQA ([Legal](#) & [Local](#)) - District Level Committee Process & Makeup
- ❖ BQB ([Legal](#) & [Local](#)) - Campus Level Committee Process & Makeup





# District & Campus Improvement Plans

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# MISD Vision and Belief as Foundation

## VISION

*Inspiring excellence today to change the world tomorrow.*

## BELIEFS

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



# Goals (District)

*Based on the “WHY” & data points*



## Performance Objectives

*Measurable and written to enable district & school decision-making teams to plan and organize their work in accordance with achieving the goals.*



## Strategies

*Specific actions for achieving each performance objective.*





# Goals, Performance Objectives, and Strategy Development

- District Goals were Board adopted from the Strategic Plan, 2015-2016
- Revised District Goals were Board adopted in August 2018 from the following data points:
  - Cultural Tenets
  - Learner Profile
  - Climate Survey Priorities
  - Other Survey Priorities: *What We Measure (CBAS Performance Tracker), Learner Experience, and BrightBytes*
- Performance Objectives are revised each year based on current data points
- Strategies are revised each year based on the performance objective expectations and adopted in October of each year.

# Goals, Performance Objectives, and Strategy Development

## Impacts on Strategy Development:

- State mandates - HB 4545, SB 179, SB 15
- Recent student data findings:
  - Achievement Data: Universal screeners, state and national assessments, observations
  - Outcome Data: Attendance, discipline, certifications, industry trends
  - Perception data: Student support and climate surveys, parent and community surveys
- Climate Survey from Fall 2021 - Will adjust emerging themes in DIP/CIPs upon analyzing needs.
  - DIP and CIPs are living, breathing documents
- Campus demographics, special programs, feedback from stakeholders

# Drafting and Publications

## Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards with an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction by June 2022.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

STAAR annual assessment results

Higher Education Coordinating Board College Data on Students Enrolled in Texas Public or Independent Higher Education after Graduation

TAPR Post-Secondary Outcome CCMR Graduates data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Design districtwide days for professional learning and collaboration to analyze district/campus data that will benefit teachers in designing lessons that are challenging and aligned with content and academic standards. <b>Strategy's Expected Result/Impact:</b> Campus leaders will see effective lesson plans based upon data. <b>Staff Responsible for Monitoring:</b> Department of Learning for iPlan Days content, Campus leaders for effective lesson plans based upon data. <b>Funding Sources:</b> - Local Budget	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will be coached by iCoaches to improve their practice. <b>Strategy's Expected Result/Impact:</b> Teachers will perform higher on TTESS. <b>Staff Responsible for Monitoring:</b> iCoaches	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Focused principal meetings will occur monthly with a focus on fundamental practices for classroom teachers with a walkthrough form and expectations to impact Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Fundamental practices for classroom teachers will be consistent across the district. Principals will collaborate on best practices. <b>Staff Responsible for Monitoring:</b> Department of Learning Department of Leadership Development	Formative		
	Dec	Mar	June



# District Educational Improvement Committee (DEIC) Process

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# DEIC Roles & Membership

## BQA Legal - Roles & Responsibilities

- DEIC is responsible for District Plan, Dropout Prevention Review, and Staff Development
  - parent partnerships
  - students challenged to fullest potential
  - well-balanced and appropriate curriculum
  - character and citizenship
  - highly qualified personnel (recruitment and retention)
  - student and school safety
  - technology integration
  - career and technology education

## BQA Legal & Local - Membership

- 2 Parents (cannot be MISD employees)
- 2 Business Representative (inside or outside of MISD)
- 2 Community Members (must reside in MISD)
- Professional Staff
  - 1 District-level Professional
  - 1 Campus-level Non-Teaching Professional
  - Teachers ( $\frac{2}{3}$  of committee membership must be comprised of classroom teachers)
- 2 year terms, no limit to consecutive terms

# 2021-2022 DEIC Campus Professional Teaching Staff Membership

<b>Midlothian HS</b>	Hi Newby	Lorilyn Worley
<b>Heritage HS</b>	Mariane Taylor	Carter McClung
<b>The MILE/DAEP/LEAP</b>	Demi Pratt	Valerie Beckwith
<b>FSMS</b>	Lindsay Robertson	Stacy Guermi
<b>WGMS</b>	Lisa Houchin	Susan Pullin
<b>DMS</b>	Elizabeth Strange	Melissa Everhart
<b>Baxter</b>	Sarah Claunch	Katy Hoff
<b>Irvin</b>	Joshua Marek	Melanie Verdin
<b>Longbranch</b>	Seth McKinney	Terri Money
<b>McClatchey</b>	Chaynie Borum	Tiffany Roberson
<b>Miller</b>	Shannon Consalus	Judy King
<b>Mt. Peak</b>	Sharon McDonald	Amber Sparks
<b>Vitovsky</b>	Maria Vasquez	Candace Burke

# 2021-2022 DEIC Campus Professional Non-Teaching Staff Membership

Midlothian HS	Julie Post
Heritage HS	Katie Jackson
The MILE/DAEP/LEAP	Nikki Nix
FSMS	Ty Glover
WGMS	Natalie Dennington
DMS	Chris Foster
Baxter	Lynne Gubichuk
Irvin	Khourie Jones
Longbranch	Terrie Money
McClatchey	Lesli Deer
Miller	Shannon West
Mt. Peak	Adam Henke
Vitovsky	Haywood Thomas

# 2021-2022 District Educational Improvement Council Membership

MISD District Professional Staff Membership	
Melissa Wolfe - Specialized Learning and Special Education	
Shannon Thompson - Specialized Learning	

Non-MISD Staff Membership		
Parents	Community	Business
Carson Parrish	Tracey Williams	Clay Guest
<i>(Seeking additional)</i>	Judy McGraw	



# MISD Board Adopted Goals

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

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





# Campus Educational Improvement Committee (CEIC) Process

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# Roles & Membership

## BQB Legal - Roles & Responsibilities

- CEIC is responsible for Campus Plan, Dropout Prevention Review, and Staff Development
  - parent partnerships
  - students challenged to fullest potential
  - well-balanced and appropriate curriculum
  - character and citizenship
  - highly qualified personnel (recruitment and retention)
  - student and school safety
  - technology integration
  - career and technology education

## BQB Legal & Local - Membership

- 2 Parents (MISD employees/parents do not count)
- 2 Business Representative (inside or outside of MISD)
- 2 Community Members (must reside in MISD)
- Professional Staff
  - 1 Pre-Assigned District-level Professional
  - 1 Campus-level Non-Teaching Professional
  - Teachers ( $\frac{2}{3}$  of professional staff committee membership must be comprised of classroom teachers)
- 2 year terms, no limit to consecutive terms

## 2021-2022 Campus Educational Improvement Council Membership - Elementary Schools

T. E. Baxter Elem.	Susan Schabron	Kayla Bentle	Adrienne Mitchell		Ryan Timm - Principal	Timothy Fitten	Jonathan Douglass	Chip Lee	Becki Krsnak
	Stephanie Ray	Lindsay Bass			Robin Kelm	Whitney Urquhart	Candi Wann	Rhonda Byler	
	Latisha Ware	Scout Heizer							
	Danielle Moore								
J.R. Irvin Elem.	Christine Dobbins	Janice Hansen	T-Kay Timmerman	Joshua Marek	Khourie Jones - Principal	Tanya Rizo	Patrick Johnson	Philip Dorskocil	KayLynn Day & Lisa Knight
	Tatie Siemsglusz	Toia Stevenson	Sherise Webster	Alyssa Thomas	Christy Shelton	Shayne Howe	Erika Contreras	Greg Houchin	
					Elizabeth Adkins				
Longbranch Elem.	Holly Guest	Kasey Heaad	Andi Scott - Special Pops		Karena Blackwell - Principal	Steve Pena			Shorr Heathcote
	Andrea Burks	Seth McKinney	Donna Garcia		Cari Nix	Crystal Rentz	Jessica Diaz	Ruth O'Neal	
		Kelly Prindle	Dawn Berumen		Jeanette Arnold	Amanda Bradley	Nikki Clayton	Geri Larson	
						Kim Parker & Whitney Williams			
LaRue Miller Elem.	Scott Fiorenza	Kathryn Sandlin	Makayla Haney		Shannon West - Principal	Shelley Sims	Joelle Carrocci	Laura Satterfield	Jim Norris
	Jennifer Meinzer	Hank Pendley			Katelyn Self	Jessica Arriaga	Eric Richter	Stacey Rosales	
	Jessica Wade	Beverly Simmons							
Mt. Peak Elem	Mimi Fleischman	Joy Cheshire	Lori Jackson		Adam Henke - Principal	Emily Heitman	Francie Walker	Nella Faye Isom	Dr. Al Hemmle & Becky Wiginton
	Faith Tobolka	Robin Mayers			Nicholle Vavra	Sabrina Michaels	Danny Gildea	Martina English	
	Karen Steele	Holy Rogers			Wendy Waldroup				
J.A. Vitovsky Elem.	Shelly Ott	Ashley Peschel	Jenny Brown	Candace Burke	Hollye Walker - Principal	Arianne Vaughn	Lindsey Smith	Demetrius McClendon	Becki Krsnak
	Ashley Elliott	Carolina Cotton	Maria Vasquez	Judy Stice	Haywood Thomas	Christina Benedict	Ryan Andersen	Nikie Mulkey	
					Lori Huff				
McClatchey Elem.	Angeli Johnson	Shannon Henderson	Chaynie Borum	Megan Walters	Stacy Germany - Principal	Monica Mote	Maci Pittman	Dolores McClatchey	Shannon Thompson
			Ashley MacDonald	Mischa Wadsworth	La-shea Slaydon	Ana Luz Hernandez	Celina Chambers	Sherry Goldman	
					Nikki Moon	Carissa Martinet			

## 2021-2022 Campus Educational Improvement Council Membership - Middle Schools

Campus	Classroom Teacher Reps	Classroom Teacher Reps	Classroom Teacher Reps	Classroom Teacher Reps	Non-Classroom PROFESSIONAL Staff	Parent Reps	Business Reps	Community Reps	*District Rep
Dieterich Middle School	Andrea Tennet	Patrick O'Leary	Stephanie Speltz	Nicole Langdon	Amanda Rodgers - Principal	Glorianne Mason	Cindy Dolezal	Crystal Meyers	Tanesha Yusef
	Gabi Guest	Melodie Kunn	Kelli Hoke		Mendi Melton	Joandranett Hubbard	Demetria Jones	Janna Horn	
					Blane Rogers				
					Lindsey Gardner				
Frank Seale Middle	Courtney Johnson	Todd Eskins	Jennifer McFadin	Bobby Evers	Kris Vernon - Principal		Brad Golden	Jason Golden	Shelle Blaylock
	Greg Anderson	Sandra Mendoza	Danielle Hyde	Chiao-Hui Franks	Lindsey Hodge	Allison Sunderland	Lindsey Smith	Jason May	
		Janna Crosslin			Becky Shuffield		Melissa Shook		
					Jessica Trezza				
Walnut Grove Middle	Megan Gordon	CJ Pettijohn	Lisa Houchin		Carly Woolery - Principal	Denise Turk	Amanda McCarty - now a parent	Judy Walling	Melissa Wolfe
	Fernando Sanchez	Jennifer Droege	Jason Snow		Nathan Brown	Bo Davis	Richard Reno	Roger Jaffe	
	Karen Mooney	Kristine McClure			Natalie Dennington				
					David Fontenot				

## 2021-2022 Campus Educational Improvement Council Membership - High Schools

Campus	Classroom Teacher Reps	Classroom Teacher Reps	Classroom Teacher Reps	Classroom Teacher Reps	Non-Classroom PROFESSIONAL Staff	Parent Reps	Business Reps	Community Reps	*District Rep
Heritage High	Mariane Taylor	Amy Brown			<i>Krista Tipton - Principal</i>	Christine Mosley	Jamie Reid jamie_reid2004@yahoo.com	Matt McKay	Shelle Blaylock
	Caleb Rudolph	Carter McClung			Stacie Bailey	Greg Houchin	Marti Carrasco aggiemarti89@att.net	Jeff Garner jgarner@stonegate.church	
	David Owens	<i>Cristina Gomez-Jimenez</i>							
	<i>Caitlyn Vecsey</i>	Laurie Ellison							
Midlothian High	Sherry Almand	Tony Robinson	Megan Lynch		<i>Kalee McMullen</i>	Phyllis Jones	Brad Golden	Heath Hall	Dr. Aaron Williams
	Bethany Dowd	Lori Worley	Randy Griffith		Ashley Bergeron	Linda Rink	Chris Tate	Jennifer Hall	
	Austin Guest	Debby Lowery	Matt Fisk		<i>Stephanie Martinez</i>	Cody Murray	<i>Tom Curran</i>	<i>John Simmons</i>	
	Larry Doran	Jennifer Ferranti	Stephen Toon		Caleb Rigsby	LaToya Dyer			
The MILE	This campus supported and guided by CTE Booster Club and CTE Advisory Board								

# Changes to 2021-22 DIP/CIPs

- Focus on needs from STAAR data
  - Performance Objective focused on Special Education student learning
  - Performance Objective focused on Bilingual/EB student learning
- Focus on assessing and using the data from MAP Growth for 6th-HS
- Addition of state Interim Assessments and using the data for instruction
- Performance Objectives and Strategies Drafted to Monitor Special Populations
- More alignment with current Communications Department mission



# Next Steps in the Year-long Process

- Campuses currently meeting with their CEIC regarding CIPs
- District held first meeting on September 28, 2021.
- Strategies for each Goal and Performance Objective are being developed
- Finalized DIP and CIPs will be presented for Board Action on November
- Publication of plans on [district](#) and campus websites
- Formative Checks occur in December, March, and June.
- Begin Comprehensive Needs Assessment (CNA) [process](#) March - May 2022
  - State and federal requirements met
  - Development of sub-committees based on four areas:
    - **Demographics**
    - **Student Learning**
    - **Perceptions**
    - **Processes and Programs**
  - Findings inform development of the 2022-23 MISD District Improvement Plan
  - Campuses will follow the same process





# Plans from Plan4Learning - DIP and CIPs

Draft plans with Goals, POs, and Strategies from Plan4Learning will be linked below.

Midlothian ISD

Baxter Elem

Midlothian HS

Irvin Elem

Heritage HS

Longbranch Elem

WGMS

McClatchey Elem

FSMS

Miller Elem

DMS

Mt. Peak Elem

Vitovsky Elem

→ **Next Step: DIP/CIPs - Action Item on November 15, 2021**





# Questions or Comments

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# **Midlothian Independent School District**

## **District Improvement Plan**

### **2021-2022**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 15, 2021

# Mission Statement

*The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.*

## Vision

Midlothian ISD ... inspiring excellence today to change the world tomorrow.

## Core Beliefs

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

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

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

## **MISD Cultural Tenets**

We Are Family ~ Unlimited Potential ~ Excellence Through Purpose ~ Honor Relationships ~

Celebrate the Power of Diversity ~ Midlothian Strong

## **MISD Visionary Leader Profile**

Serves First ~ Fosters Innovation ~ Communicates Effectively ~ Exhibits Integrity ~ Empowers Others

## **MISD Learner Profile**

Servant Leader ~ Digital Citizen ~ Cultural Leader ~ Innovative Designer ~ Knowledge Constructor ~ Critical Thinker ~ Creative  
Communicator ~ Global Collaborator ~ Peer Supporter ~  
Empowered Learner ~ Reflective Self-Evaluator ~ Purposeful Explorer

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethnic Distribution:

African American 861 8.75%

Hispanic 2,282 23.2%

White 6,035 61.34%

American Indian 35 0.4%

Asian 90 0.91%

Pacific Islander 2 0.02%

Two or More Races 533 5.42%

Economically Disadvantaged 2,488 25.29%

Non-Educationally Disadvantaged 7,350 74.71%

English Language Learners (ELL) 373 3.8%

At-Risk 3,159 32.1%

Total Students with Disabilities 1,282 13.03%

Data Source: T2020 - 2021 Fall PEIMS file loaded 01/07/2021

### Demographics Strengths

Low SocioEconmic percentage as compared to the State (25.29% vs. 60.6%).

Low number of At-risk students compared to the State (32.11% vs. 50.1%).

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Seventh grade writing master's level is below the state and Region 10 threshold. **Root Cause:** Tier 1 instruction Extension



# Student Learning

## Student Learning Summary

### 2021 STAAR: Not Rated - Declared State of Disaster

### 2018, 2019, 2021 STAAR Percent at Approaches Grade Level All Grades

	3rd Grade							4th Grade								
	Reading			Math				Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021
State	78	76	68	78	75	61	State	73	75	63	78	75	51	63	67	53
Region 10	77	78	69	79	75	63	Region 10	73	75	64	79	77	61	64	68	56
MISD	84	83	77	83	80	77	MISD	79	80	75	82	78	81	70	72	67

	5th Grade										6rd Grade					
	Reading			Math			Science				Reading			Math		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021
State	84	86	72	77	81	69	76	75	61	State	69	68	61	77	81	66
Region 10	85	87	73	79	83	72	76	75	63	Region 10	71	70	63	79	83	69
MISD	92	92	84	91	92	85	85	82	78	MISD	77	78	73	91	92	83

	7th Grade										8th Grade											
	Reading			Math			Writing				Reading			Math			Science			Social Studies		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	74	76	68	72	75	54	69	70	62	State	86	86	72	86	88	60	76	81	67	66	69	56
Region 10	76	77	70	75	77	57	71	72	63	Region 10	86	87	74	87	90	61	78	83	69	68	72	59
MISD	87	81	80	89	87	59	81	77	73	MISD	94	94	83	93	95	82	89	92	86	82	80	69

	EOC														
	English I			English II			Algebra I			Biology			US History		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	65	68	66	67	68	70	83	68	72	87	88	81	92	93	88
Region 10	66	69	66	69	70	71	84	70	73	88	89	81	92	93	87
MISD	72	71	75	74	76	83	86	76	83	93	91	90	93	94	93

## 2018, 2019, 2021 STAAR Percent at Meets Grade Level All Grades

	3rd Grade					
	Reading			Math		
	2018	2019	2021	2018	2019	2021
State	42	44	38	46	48	30
Region 10	44	47	41	49	51	32
MISD	45	47	50	53	55	48

	4th Grade								
	Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	45	43	36	47	46	35	38	33	26
Region 10	47	46	39	50	50	38	40	36	30
MISD	49	47	48	53	56	59	44	35	36

	5th Grade								
	Reading			Math			Science		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	51	51	45	57	56	43	40	48	30
Region 10	54	55	48	59	59	46	41	49	32
MISD	63	58	58	59	64	58	47	54	44

	6rd Grade					
	Reading			Math		
	2018	2019	2021	2018	2019	2021
State	36	35	31	43	45	34
Region 10	39	39	34	47	50	38
MISD	38	41	39	62	65	50

	7th Grade								
	Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	45	47	44	38	41	25	41	40	32
Region 10	48	50	46	42	44	31	44	43	35
MISD	55	53	53	60	59	20	50	45	35

	8th Grade											
	Reading			Math			Science			Social Studies		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	46	53	45	49	55	35	50	49	42	34	35	27
Region 10	49	56	47	51	58	35	53	53	44	38	39	30
MISD	56	63	57	60	70	60	69	70	62	56	49	38

	EOC														
	English I			English II			Algebra I			Biology			US History		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	44	49	50	50	51	57	56	62	41	60	63	54	72	74	71
Region 10	46	53	52	53	54	58	84	87	73	63	66	56	75	76	76
MISD	55	55	60	62	61	70	88	83	83	70	70	63	69	69	78

## 2018, 2019 STAAR Percent at Masters Grade Level All Grades

	3rd Grade							4th Grade								
	Reading			Math				Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021
State	24	28	19	23	24	14	State	24	22	18	26	28	21	10	10	8
Region 10	27	30	21	26	27	16	Region 10	26	25	20	30	32	24	13	12	10
MISD	26	27	25	29	29	26	MISD	26	22	25	30	39	43	12	9	11

	5th Grade										6rd Grade					
	Reading			Math			Science				Reading			Math		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021
State	25	29	30	30	36	24	16	23	12	State	18	17	14	17	20	14

	5th Grade										6rd Grade					
Region 10	29	33	32	33	40	28	18	25	14	Region 10	20	20	16	21	24	17
MISD	32	33	41	29	44	37	20	26	19	MISD	18	19	18	29	34	21

	7th Grade										8th Grade											
	Reading			Math			Writing				Reading			Math			Science			Social Studies		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	27	28	25	17	16	11	14	17	9	State	25	27	21	15	16	10	27	24	23	20	20	13
Region 10	30	31	27	22	20	16	16	20	12	Region 10	28	30	23	16	18	10	30	28	25	24	24	15
MISD	34	30	32	32	26	5	17	16	8	MISD	30	32	26	13	22	18	45	44	38	38	31	20

	EOC														
	English I			English II			Algebra I			Biology			US History		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	7	12	12	8	8	11	34	39	23	24	26	22	42	47	43
Region 10	9	15	14	10	10	13	37	44	26	27	29	24	46	49	45
MISD	8	13	13	11	10	17	33	35	35	34	30	25	36	40	55

2018-19 Dropout rate: 0.8%

4 Year Longitudinal Graduation Rate: 94.4% (2018-19)

5 Year Extended Longitudinal Graduation Rate: 96.5% (2017) 95.1% (2018)

6 Year Extended Longitudinal Graduation Rate: 94.2% (2016)

### Student Learning Strengths

- Exceeded State averages on 21 of 22 possible grade level and subject area tests in STAAR & EOC at the “Meets Level”
- Exceeded Regional averages on 20 of 22 possible grade level and subject area tests in STAAR & EOC at the “Meets Level”
- Met or exceeded State averages on 17 of 22 possible grade level and subject area tests in STAAR & EOC at the “Masters Level”
- Met or exceeded Regional averages on 12 of 22 possible grade level and subject area tests in STAAR & EOC at the “Masters Level”

- 92 - CCMR Score in 2019 with 75 Certifications Earned
- Dropout Rate decreased from 1.1% (2017-18) to 0.8% (2018-19) Source: 2019-20 TAPR Report
- Increase in graduation rate of 2.1% over last two years available data.
- 2020 - 11,260 enrollments in High School AP, High School Dual Credit, and Algebra 1 at 8th grade; 1,740 AP College Hours Earned; 5,526 DC College Hours Earned
- 2020 - 120 AP Scholars with 634 AP Students Taking AP Exams
- Destination Imagination
  - 57 teams advanced to Regional Competition
  - 16 teams advanced to State Competition
  - 6 teams advanced to Global Competition
- Exceeded state and regional levels on SAT (1121) and ACT (22.1)
- AP Data
- 

	2017	2018	2019	2020
Total AP Students Testing	478	608	682	634
# of AP Exams Taken	906	1049	1237	1083
# of AP Scholars	58	96	92	120
% Scoring 3, 4, or 5	47%	41%	45%	54%
District HS Enrollment (May 30)	2,553 students	2,626 students	2,742 students	3016

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Lack of academic growth in reading and writing across all grade levels. **Root Cause:** Consistent implementation of structured professional learning and viable aligned curriculum & tier 1, 2, and 3 instruction.

**Problem Statement 2:** Underperforming at Approaches, Meets and Masters Level for Algebra I EOC. **Root Cause:** Consistent levels of academic rigor and lesson design with a viable aligned curriculum & tier 1 instruction.

# District Processes & Programs

## District Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, iPlan Days, iSupport Teams, 1:1 technology, Instructional Lead Learners, iCoaches for Teachers

Personnel - Humanex, teacher mentors, new teacher orientation, curriculum and technology support, recruitment through job fairs

Principals, Asst. Principals, and Aspiring Leaders professional learning

From iPlan Feedback and iSupport Sessions:

- Classlink single sign on
- Canvas at elementary - adjusted to 4th -12th and PK-3 Seesaw

## District Processes & Programs Strengths

Guaranteed, viable curriculum with integration of 1:1 technology and effective teacher support with district specialists

Instructional Lead Learners for teacher leaders on campuses

Apple partnership to build 1:1 implementation

Flexible learning spaces allowing the space to fit the learning, not the learning to fit the space.

Coach training for iCoaches through E2L eGROWE

Piloting of Performance Assessment

New 9-12 ELAR primary resource

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Consistent implementation of instructional practices and effective use of 1:1 technology across the district. **Root Cause:** Consistency of structured professional learning plan to implement new curriculum and purposefully integrate technology.

**Problem Statement 2:** Consistency of viable aligned curriculum delivery among teachers at all campuses. **Root Cause:** The implementation and follow-through of structured professional learning implementation at all campuses.

# Perceptions

## Perceptions Summary

Our Cultural Tenets encapsulate the culture of Midlothian Independent School District.

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

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

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

We strive to have a positive climate and to provide programs that address the needs of all students. We are MISD Proud; proud of our students, teachers, and parents. We strive for excellence.

Youth Truth Survey was not administered in spring of 2020 due to COVID-19.

## Perceptions Strengths

Data was not collected due to Youth Truth survey not administered in 2019-2020 due to COVID-19.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** No student survey data exist for 2019-2020. **Root Cause:** No survey was administered due to COVID-19.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards with an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction by June 2022.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

STAAR annual assessment results

Higher Education Coordinating Board College Data on Students Enrolled in Texas Public or Independent Higher Education after Graduation

TAPR Post-Secondary Outcome CCMR Graduates data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Design districtwide days for professional learning and collaboration to analyze district/campus data that will benefit teachers in designing lessons that are challenging and aligned with content and academic standards. <b>Strategy's Expected Result/Impact:</b> Campus leaders will see effective lesson plans based upon data. <b>Staff Responsible for Monitoring:</b> Department of Learning for iPlan Days content, Campus leaders for effective lesson plans based upon data. <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability <b>Funding Sources:</b> - Local Budget	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will be coached by iCoaches to improve their practice through job embedded support, model teaching, and planning support on all campuses. <b>Strategy's Expected Result/Impact:</b> Teachers will perform higher on TTESS. <b>Staff Responsible for Monitoring:</b> iCoaches Campus Administrators Department of Learning <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Focused curriculum-principal meetings will occur monthly with a focus on fundamental practices for classroom teachers with a walkthrough form and expectations to impact Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Fundamental practices for classroom teachers will be consistent across the district. Principals will collaborate on best practices. District and campus instructional leaders will be aligned in teaching expectations. <b>Staff Responsible for Monitoring:</b> Department of Learning Department of Leadership Development <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide training to staff providing instruction in core content areas on utilization of TEKS Resource System resources for the purpose of planning and understanding student learning needs. <b>Strategy's Expected Result/Impact:</b> Increase targeted instructional practices in lesson planning and classroom instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Development Team Department of Learning <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide students and parents information to make informed curriculum choices to be prepared to select desired course offerings and for success beyond high school. <b>Strategy's Expected Result/Impact:</b> Increase in students continuing in coherent sequence of courses. Increase in number of students involved in internships and practicum experiences. Increase in students continuing to college, career and military opportunities beyond high school. Positive student perception of course advisement from counselors and program staff. <b>Staff Responsible for Monitoring:</b> Director of CTE/The MILE Counselors Program Staff <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 2:** Using aligned curriculum provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP, dyslexia treatment program progress checks, individual student STAAR annual performance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide support for all staff through student-focused instructional coaching with job-embedded professional learning. <b>Strategy's Expected Result/Impact:</b> Increase student engagement and achievement in classrooms of teachers going through the coaching cycle process. <b>Staff Responsible for Monitoring:</b> Department of Learning District Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - ESSA-Title II-TPRT	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support through district and campus PLCs on a regular basis. <b>Strategy's Expected Result/Impact:</b> Increase in effective learning strategies in classrooms aligned with student achievement data. Increase in campus consistency of lesson plans of classroom teachers. Improvement within TTESS for Planning and Instruction domains. Increase number of teacher-led PLCs and collaboration. <b>Staff Responsible for Monitoring:</b> Campus administration Department of Learning <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide differentiation of professional learning by offering a variety of learning opportunities based upon teacher feedback, student data, district/campus needs, and classroom observations. <b>Strategy's Expected Result/Impact:</b> Increase in teacher performance on TTESS domains. Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide a dyslexia treatment program for identified students to address learning needs and develop long-term strategies for success upon completion of program. <b>Strategy's Expected Result/Impact:</b> Increase in student growth and achievement in comprehensive reading skills <b>Staff Responsible for Monitoring:</b> Dyslexia therapists Executive Director of Specialized Learning <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase performance at Meets on STAAR assessments by at least 7 percentage points in all content areas on spring STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> From analyzing data of all district assessments with principals and during iPlan Days, students' progress will be monitored and will show evidence of learning. <b>Strategy's Expected Result/Impact:</b> Teachers and Principals will understand the data and how to use it to inform instruction. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional development will be provided based on data analysis of interim assessments, district assessments, and universal screeners within each content area. <b>Strategy's Expected Result/Impact:</b> Provide professional development that meets the needs of the data. <b>Staff Responsible for Monitoring:</b> Department of Learning <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers and students will become competent in online testing through the use of district interim assessments. <b>Strategy's Expected Result/Impact:</b> Students will score in the "middle half of the scale score range" or better. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administrators	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

### HB3 Goal

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Measure, analyze data, and provide support for teachers in allowing students to utilize technology effectively and is aligned with the curriculum. <b>Strategy's Expected Result/Impact:</b> An increase of engagement from the new programs on Chromebooks. An increase in student-focused coaching through the coach training. <b>Staff Responsible for Monitoring:</b> iTech and iCoaches	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide district learning management systems to communicate with parents and allow for collaboration among staff and students. <b>Strategy's Expected Result/Impact:</b> Increase in student engagement and interaction Allow students to continue to progress when absent through these LMSs Parents stay abreast of student expectations and work through these LMSs <b>Staff Responsible for Monitoring:</b> Department of Learning Technology Department	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide a variety of tools teachers need to design lessons through PLCs and iPlan Day collaboration that increase rigor and relevance for all students. <b>Strategy's Expected Result/Impact:</b> Increase levels in Meets and Masters on STAAR. Increase growth through monitoring of universal screeners and STAAR. <b>Staff Responsible for Monitoring:</b> Department of Learning <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Ensure a standard of education for digital citizenship on each campus. <b>Strategy's Expected Result/Impact:</b> Increase awareness of digital citizenship Responsible use of digital tools <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students on assessments with a decrease of students requiring tiered or Accelerated Instruction services by 10%. by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide and support intervention strategies for campus administrators, accelerated instruction specialists and classroom teachers from Lead4ward conference and resources. <b>Strategy's Expected Result/Impact:</b> Decline of students in need of intervention/tutoring services. Increase number of students in Meets and Masters on STAAR. Increase in student growth in all assessments. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administration AI Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monitor individual student progress and all subpopulations after each assessment and adjust instruction as needed based on the data. <b>Strategy's Expected Result/Impact:</b> Decline of students in need of interventions/tutoring. Increase students' ability to track and own personal learning. <b>Staff Responsible for Monitoring:</b> RTI/interventionists AI Specialists Teachers Department of Learning Campus Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide summer school opportunities and supplies for struggling and at risk students. <b>Strategy's Expected Result/Impact:</b> Students gain credit and are prepared for the next grade level. <b>Staff Responsible for Monitoring:</b> Summer School Administrators Summer School Teachers Department of Learning Campus Administrators <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability <b>Funding Sources:</b> - State Compensatory Education - \$20,200	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide support and implementation of Accelerated Instruction for designated students providing 30 hours of targeted intervention for each content area that the student did not reach satisfactory standard on spring STAAR 2021.. <b>Strategy's Expected Result/Impact:</b> Decline in students requiring accelerated instruction. Decline in students requiring tiered interventions. Increase in STAAR 2022 academic growth and achievement <b>Staff Responsible for Monitoring:</b> Campus Administration Accelerated Instructional specialists <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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





**Performance Objective 6:** Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points by end of 2021-22 school year.

**HB3 Goal**

**Evaluation Data Sources:** Increase of students in advanced academic courses  
Increase in CCMR accountability  
TAPR CCMR Annual Graduates data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice. <b>Strategy's Expected Result/Impact:</b> Increase participation in opportunities. <b>Staff Responsible for Monitoring:</b> Department of Learning <b>Title I Schoolwide Elements:</b> 3.2 - Results Driven Accountability	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to research and offer courses that meet all students' passions and interests. <b>Strategy's Expected Result/Impact:</b> Increase course list to meet students' passions and interests. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus counseling staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> CCMR: Inform and educate all secondary staff of college, career and military readiness and opportunities and financial aid opportunities for post-secondary planning. <b>Strategy's Expected Result/Impact:</b> Increase in CCMR accountability. <b>Staff Responsible for Monitoring:</b> Department of Learning Director of CTE/The MILE Campus counseling staff <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> National Merit: Provide opportunities for students to participate in bootcamps/study sessions to increase likeliness of reaching levels of recognition under scholars program.. <b>Strategy's Expected Result/Impact:</b> Increase the number of students earning recognition status in all national programs <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administrators <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide training to campus administrators and counselors of the Gifted and Talented State plan to review alignment, set goals and evaluate the program. <b>Strategy's Expected Result/Impact:</b> 100% of GT students clustered.  State GT guidelines are met  Accelerated instruction in the 4 core content areas increased, including flexible pacing and differentiation of learning. <b>Staff Responsible for Monitoring:</b> Department of Learning GT Specialists Campus Counselors <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Princeton Review and MISD Staff: SAT/ACT/PSAT Boot Camp and Materials for Prep Courses <b>Strategy's Expected Result/Impact:</b> Increase in College Entrance Exam scores.  Increase in participation for college readiness prep courses  Provide SAT school day for Juniors/Seniors  Provide PSAT for 8th, 9th and 11th grade during the school day  Reach above state and national average on SAT and ACT <b>Staff Responsible for Monitoring:</b> Department of Learning <b>Funding Sources:</b> - State Compensatory Education - \$4,000	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Conduct campus visits to each middle school to showcase AVID to 6th grade class. <b>Strategy's Expected Result/Impact:</b> increase enrollment of 7th grade AVID students <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs AVID campus leaders <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide career education to students in grades PK - 12 to develop knowledge, skills and competencies necessary for a broad range of career opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in CTE course enrollment	Formative		
	Dec	Mar	June

Increase in students awareness of career options <b>Staff Responsible for Monitoring:</b> Director of CTE <b>Title I Schoolwide Elements:</b> 2.5			
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject assessments by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide special education PLCs using Lead4ward to analyze and monitor progress data and adjust instruction as needed. <b>Strategy's Expected Result/Impact:</b> Student progress in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director for Specialized Learning Director for Specialized Learning <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support and training specific to special education staff on targeted instructional practices ( Lead4ward, 3-2-1 Insight) <b>Strategy's Expected Result/Impact:</b> Student progress in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director for Specialized Learning Director for Specialized Learning <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability <b>Funding Sources:</b> Lead4Ward Training - ESSER-III - \$1,500	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize MAP Growth data as appropriate for special education students <b>Strategy's Expected Result/Impact:</b> Student progress in state assessments in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director for Specialized Learning Director for Specialized Learning <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content on STAAR assessments by May 2022.

**HB3 Goal**





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted professional development for campuses to address the needs of emergent bilingual students to address learning needs in core and intervention. <b>Strategy's Expected Result/Impact:</b> Better understanding of the needs of emergent bilingual students <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Bilingual/ESL <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> General education and Emergent Bilingual Teachers will use assessment data to plan targeted intervention for our emergent bilingual students. <b>Strategy's Expected Result/Impact:</b> Academic performance growth for Emergent Bilingual students <b>Staff Responsible for Monitoring:</b> Principals <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop systems to recruit high level quality staff. <b>Strategy's Expected Result/Impact:</b> Marketing Plan  Competitive Benefits & Compensation Package  Market value of employee salaries as measured by TASB. <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services  Campus Principals  District Department Leaders	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure all staff are trained and implementing high level recruitment plan. <b>Strategy's Expected Result/Impact:</b> Research-Based Screener External Recruiting Stipends for Hard-to-fill positions AP Pool Counselor Pool <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services  Campus Principals	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			



**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop systems and support opportunities to retain high quality staff. <b>Strategy's Expected Result/Impact:</b> Competitive Benefits & Compensation Package / Professional Growth Opportunities <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services and HR Department  Assistant Supt. of Finance & Operations	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure all staff are utilizing all systems and opportunities to retain quality staff. <b>Strategy's Expected Result/Impact:</b> Positive improvements evidenced in the following programs/data portals/tools:  Onboarding Consistency MPowered Hours Mentors FYT Survey Executive Coaching iCoaching AP Academy Lunch & Learn MALA Stipends ILLs Team Leaders Interns PLCs iCoaching Ambassadors <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services and HR Department  Department Leads	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and facilitate systems and opportunities to build leadership capacity in staff. <b>Strategy's Expected Result/Impact:</b> Positive improvements/feedback evidenced in the following programs/data portals/tools:  Exec Coaching Principal Meetings AP Academy PLCs DBU Master's Cohort MALA ILLs Innovate Principal Conference Book Studies <b>Staff Responsible for Monitoring:</b> Human Resources Department of Learning	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and facilitate systems and opportunities to provide leadership training to teachers. <b>Strategy's Expected Result/Impact:</b> Positive improvements evidenced in the following programs/data portals/tools:  Stipends MALA ILLs Team Leaders Interns PLCs iCoaching Ambassadors Admin Intern DBU Master's Cohort <b>Staff Responsible for Monitoring:</b> Human Resources Department of Learning	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey by end of 2021-22 school year.

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Relationships: Provide social and emotional learning and character education tools, strategies and programs for campus implementation. <b>Strategy's Expected Result/Impact:</b> Students will have an understanding of the 5 competencies: grit, growth-mindset, self-efficacy, social awareness, and self-management and how it impacts their own academic achievement.  Character Trait Development will impact the culture of the campus positively. <b>Staff Responsible for Monitoring:</b> Director of CCR and Guidance <b>Funding Sources:</b> - ESSA-Title IV - \$6,050	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a continued focus on building a culture that aligns with the district vision. <b>Strategy's Expected Result/Impact:</b> Increase in teacher-student relationships and sense of belonging from Panorama results. <b>Staff Responsible for Monitoring:</b> Director of CCR and Guidance	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide and support tools, programs, professional development and strategies for campus implementation. <b>Strategy's Expected Result/Impact:</b> Provide professional development in social/emotional learning including tools and strategies for implementation in the classroom.  Provide ongoing classroom support for social/emotional learning and character education development provided by ELAR and campus counselors.  Review Panorama survey data as measured 3 times per year for campuses to devise action plans for improvement. <b>Staff Responsible for Monitoring:</b> Director of CCR and Guidance <b>Funding Sources:</b> - ESSA-Title IV - \$25,000	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conversations with students to ensure that students are aware of using their student voice <b>Strategy's Expected Result/Impact:</b> Increase in student led organizations <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs	Formative		
	Dec	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue





**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 2:** Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions by May 2022.

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and facilitate training and support for the district safety and security plan at the district and campus level. <b>Strategy's Expected Result/Impact:</b> Positive Responses to safety and security survey questions.  Safety Procedures implemented with fidelity across the district when safety audits are conducted  Yellow Folders are visible and in use for each classroom  Bullying/Harassment Reporting in place and used by students, staff and community - see FFI (Legal) and FFI (Local)  Teachers/staff understand how to respond to a crisis based on Crisis Intervention Training conducted--Counselors (Mental health, threat assessment, suicide prevention)  Volunteer Visitor Management utilized on each campus to monitor all campus activity  COVID19 Health and Safety Protocols mitigate the spread of disease <b>Staff Responsible for Monitoring:</b> Student Services Administrator and Director of Safety & Security <b>Funding Sources:</b> Kognito - ESSA-Title IV - \$6,700	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Review and provide needed support and staff to implement safety and security across the district. <b>Strategy's Expected Result/Impact:</b> Partnership with Midlothian Police Department is coordinated and supportive.  Administrators, counselors and specialists are educated in safety and security and understand how to coordinate resources provided by campus SRO's and/or Midlothian PD. <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide opportunities and support for discipline training and coaching. <b>Strategy's Expected Result/Impact:</b> Discipline Management & Conflict Resolutions  Consistent Discipline Expectations  Discipline and Classroom Mgmt Support  Positive Behavior Interventions  Trauma Informed Practices  Social Emotional Support Specialist  Drug Dog Services  Mandatory Drug Testing for Extracurricular & Parking Permits <b>Staff Responsible for Monitoring:</b> Student Services Administrator, Director of Safety & Security, Director of CCR and Guidance	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide all tools necessary to meet state and district compliance to support the district and campus safety and security plans. <b>Strategy's Expected Result/Impact:</b> Staff will be trained in required areas:  Anaphylaxis & Auto-Injectors  Bloodborne Pathogens  Bully Prevention & Awareness  Child Abuse, Sexual Abuse, & other Maltreatment of Children  Concussions: Everything You Need to Know  Diabetes  FERPA (Student Records)  Section 504  Sexual Harassment  Suicide Prevention  Texas Educator Code of Ethics  Teen Dating Violence Prevention  Texas Behavior Support Initiative  Copyright Law  COVID19 Health and Safety Protocols <b>Staff Responsible for Monitoring:</b> Student Services Administrator and Director of Safety & Security	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 3:** Provide professional development and prevention programming using evidence based practices to support the needs of students in prevention, intervention and management outlined in state guidelines by end of 2021-22 school year.

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide prevention programming utilizing community resources and campus resources in the areas of suicide prevention, conflict resolution, violence prevention, bullying prevention, and positive behavior interventions. <b>Strategy's Expected Result/Impact:</b> Students will understand how to prevent and respond to adverse situations using healthy strategies.  Students will understand how to seek help for themselves or others using effective methods.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development in the areas of positive behavior interventions and management, best practices for grief and trauma informed care, suicide prevention, bullying prevention, sexual abuse including sex trafficking and other maltreatment of children, and implementation of the comprehensive school counseling program. <b>Strategy's Expected Result/Impact:</b> Teachers/staff are equipped with training to respond appropriately to students exhibiting at-risk behaviors.  Teachers/staff can identify students in need of intervention and support and are able to provide the appropriate resources.  Teachers/staff are able to intervene on behalf of a student utilizing best practices	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Reduce student dropout rate by 0.2% annually through the provision of support systems focused on student's individual needs by June 2022.





**Evaluation Data Sources:** TAPR annual dropout rate grades 9-12, Attendance rates, hours served through mentoring programs, hours provided through counseling programs, LEAP Academy course completion credits, LEAP Academy Attendance rate

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase enrollment in overall AVID enrollment by 2% where courses are offered at middle school and high schools by meeting with campus site team to discuss AVID current enrollment & recruitment practices . <b>Strategy's Expected Result/Impact:</b> Increase in AVID enrollment <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs AVID campus leaders <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborate with Communication Department to increase parent/family understanding of AVID by January 2022. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in AVID <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide mentoring support and guidance to students exhibiting evidence of potential risk factors affecting success in school. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance, performance in classes and graduation rate. <b>Staff Responsible for Monitoring:</b> Campus administrators Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide accelerated graduation plan and academic support for students in danger of withdrawing from high school before graduation credit is earned. <b>Strategy's Expected Result/Impact:</b> Increased attendance rate of students enrolled in LEAP Academy Increase in numbers of LEAP Academy courses completed in Edgenuity <b>Staff Responsible for Monitoring:</b> Director of CTE/The MILE High School Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Results Driven Accountability</b>	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.





**Performance Objective 5:** Implementation of active Diversity Council to assist students in celebrating the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct quarterly Diversity Council meetings <b>Strategy's Expected Result/Impact:</b> Increase community members and MISD staff and student engagement. <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide guidance on district-wide professional development plan <b>Strategy's Expected Result/Impact:</b> Increase in teacher/staff cultural diversity awareness <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and execute a comprehensive facilities plan to ensure maintenance and safety at all district facilities. <b>Strategy's Expected Result/Impact:</b> Landscaping/grounds - Will be clean and well-maintained Buildings Cleanliness - Climate Survey results Building Maintenance - Work orders will be done in timely fashion and without 2nd requests Safety & Security Audit Deficiencies - Will be addressed and remedied <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Finance and Operations Executive Director for Finance and Operations, and Controller	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and execute a comprehensive facilities plan with detailed budget and timeline to ensure future site acquisition, new construction, and renovation of existing facilities as needed. <b>Strategy's Expected Result/Impact:</b> Completion Date - All construction and renovation projects will be completed on time Budget - All construction and renovation projects will be completed at or under the assigned budget Land Acquisition - Land for future school sites will be acquired at a fiscally responsible price, and with forethought to district needs <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Finance and Operations Executive Director for Finance and Operations Controller	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and execute a budgeting process aligned with district needs and goals. <b>Strategy's Expected Result/Impact:</b> Budget Aligned to DIP Maintain Fund Balance - Maintain the fund balance at above 30% of our operating budget. FIRST Rating - maintain "Superior" rating from TEA Cross Function Transfer Reduction - Cross function transfers will decrease from 2019-20 Check Requests Reduction - Check requests will decrease by 10% from 2019-20 <b>Staff Responsible for Monitoring:</b> Executive Director for Finance and Operations and Controller	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Budget meetings will be held in March with all campuses and departments for the purpose of reviewing budgets, communicating needs, and answering questions. <b>Strategy's Expected Result/Impact:</b> Greater understanding of the budgeting process, better communication between finance office and other departments/campuses. <b>Staff Responsible for Monitoring:</b> Executive Director for Finance and Operations and Controller	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

**Evaluation Data Sources:** FIRST accountability system

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





**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement opportunities for training and support with blended learning across the district. <b>Strategy's Expected Result/Impact:</b> Teachers will be competent with blending technology to enhance the student learning. <b>Staff Responsible for Monitoring:</b> Department of Learning iTechs iCoaches	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collect and analyze all feedback on training and support to ensure success. <b>Strategy's Expected Result/Impact:</b> Teachers will score anonymous feedback questions as a 4 or 5 on the level of benefit of trainings. <b>Staff Responsible for Monitoring:</b> Department of Learning iTech	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide systems, training, and support to ensure ease of use of all technology for teachers and students. <b>Strategy's Expected Result/Impact:</b> Improved metrics seen in usage reports and feedback on Classlink <b>Staff Responsible for Monitoring:</b> Department of Learning  Technology Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide products, training, and support to utilize learning management systems for teachers, parents, and students. <b>Strategy's Expected Result/Impact:</b> Positive increases in usage and feedback on the following learning management systems:  Canvas (4th - 12th) SeeSaw (PK-3rd) <b>Staff Responsible for Monitoring:</b> Department of Learning  Technology Department	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Evaluate the help-request process for after hours student, staff, and parent assistance. <b>Strategy's Expected Result/Impact:</b> Provide better real-time support for students after hours. <b>Staff Responsible for Monitoring:</b> Technology Department	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide a student information system that meets all district needs. <b>Strategy's Expected Result/Impact:</b> Positive increases in usage and feedback on:  Skyward Qmlativ SIS <b>Staff Responsible for Monitoring:</b> Chief Technology Officer PEIMS Director	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Analyze current systems and develop a plan to meet all district needs. <b>Strategy's Expected Result/Impact:</b> On Time/On-Track Replacement Schedule to guide budget planning and district acquisition. <b>Staff Responsible for Monitoring:</b> Technology Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a committee to analyze needs and create a plan to meet those needs. <b>Strategy's Expected Result/Impact:</b> Establish Committee to determine replacement plan for M*Powered 1:1. Replacement Plan to guide budget planning and district acquisition. <b>Staff Responsible for Monitoring:</b> Technology Department and DOL	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

**Evaluation Data Sources:** Feedback on communication  
Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A staff member of the Communications Department will be on campuses on weekly basis. <b>Strategy's Expected Result/Impact:</b> The Communication department is aware of best practices happening on campuses and communicates that to our school community. <b>Staff Responsible for Monitoring:</b> Communications Department  Campus Administration	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate information related to cultural tenets through social media, local/area media coverage, and the district website. <b>Strategy's Expected Result/Impact:</b> The Communication department is aware of best practices happening on campuses and communicates that to our school community. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 2:** Collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

**Evaluation Data Sources:** Feedback from campus administrators  
Improvement in district systems

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Executive Director of Communications will meet with a principal 2 times a month during the school year. <b>Strategy's Expected Result/Impact:</b> Executive Directors know the needs of each campus and how Communications can better serve them. Improved customer service to campuses. Improved communications with campuses. Build relationships with campus staff. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff members will visit a campus each week during the school year. <b>Strategy's Expected Result/Impact:</b> Awareness of campus and classroom activities. Better promotion of schools. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide training to our department and campus staff members who manage website content from beyond our department by providing a training document for basic website updates and making sure each person responsible for updating website content has been trained to accomplish what they need to do. <b>Strategy's Expected Result/Impact:</b> Create and Share Training Document Spreadsheet of staff who manage website content Training for said staff <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Improve website accessibility in two ways. Ensure that we use the accessibility tool in the editor mode to ensure our content is accessible and begin the process of getting photos on our website in the No ALT Text format. <b>Strategy's Expected Result/Impact:</b> Content on the website will be more universally accessible and meet standards of accessibility. All new photos added to the website will be in No ALT Text format and we will work across the year to update 25% of the photos that currently exist on the site to this format. <b>Staff Responsible for Monitoring:</b> Communications	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> A staff member will manage web content to keep it the most up-to-date and in compliance with TEA/TASB standards. <b>Strategy's Expected Result/Impact:</b> Compliance page for an easy compliance check. Most up-to-date info on the website. Out of date info will be gone. <b>Staff Responsible for Monitoring:</b> Communications Dept	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Produce a community video update once a week during the school year and summer (exclude major school year breaks). <b>Strategy's Expected Result/Impact:</b> 1 time per month should be a video update from the Superintendent. The other weekly updates will rotate among the departments or even occasionally the campuses. Communicate through email and on our website. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Send out a monthly newsletter to parents and post for the community online once a month the Thursday following the regularly scheduled Board meeting. <b>Strategy's Expected Result/Impact:</b> Monthly written update for those who prefer a written update via email. Constant clear communication. Can substitute for a video that week but would prefer to have both.	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Design districtwide days for professional learning and collaboration to analyze district/campus data that will benefit teachers in designing lessons that are challenging and aligned with content and academic standards.
1	1	2	Teachers will be coached by iCoaches to improve their practice through job embedded support, model teaching, and planning support on all campuses.
1	1	3	Focused curriculum-principal meetings will occur monthly with a focus on fundamental practices for classroom teachers with a walkthrough form and expectations to impact Tier 1 instruction.
1	1	4	Provide training to staff providing instruction in core content areas on utilization of TEKS Resource System resources for the purpose of planning and understanding student learning needs.
1	1	5	Provide students and parents information to make informed curriculum choices to be prepared to select desired course offerings and for success beyond high school.
1	2	1	Provide support for all staff through student-focused instructional coaching with job-embedded professional learning.
1	2	2	Provide support through district and campus PLCs on a regular basis.
1	2	3	Provide differentiation of professional learning by offering a variety of learning opportunities based upon teacher feedback, student data, district/campus needs, and classroom observations.
1	2	4	Provide a dyslexia treatment program for identified students to address learning needs and develop long-term strategies for success upon completion of program.
1	3	2	Professional development will be provided based on data analysis of interim assessments, district assessments, and universal screeners within each content area.
1	5	1	Provide and support intervention strategies for campus administrators, accelerated instruction specialists and classroom teachers from Lead4ward conference and resources.
1	5	2	Monitor individual student progress and all subpopulations after each assessment and adjust instruction as needed based on the data.
1	5	3	Provide summer school opportunities and supplies for struggling and at risk students.
1	5	4	Provide support and implementation of Accelerated Instruction for designated students providing 30 hours of targeted intervention for each content area that the student did not reach satisfactory standard on spring STAAR 2021..
1	6	1	Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice.
1	7	1	Provide special education PLCs using Lead4ward to analyze and monitor progress data and adjust instruction as needed.
1	7	2	Provide support and training specific to special education staff on targeted instructional practices ( Lead4ward, 3-2-1 Insight)
1	7	3	Utilize MAP Growth data as appropriate for special education students
1	8	1	Provide targeted professional development for campuses to address the needs of emergent bilingual students to address learning needs in core and intervention.

Goal	Objective	Strategy	Description
1	8	2	General education and Emergent Bilingual Teachers will use assessment data to plan targeted intervention for our emergent bilingual students.
3	4	3	Provide mentoring support and guidance to students exhibiting evidence of potential risk factors affecting success in school.
3	4	4	Provide accelerated graduation plan and academic support for students in danger of withdrawing from high school before graduation credit is earned.

# State Compensatory

## Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gubser, Sonia	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Foster, Lynn	Teacher	Title I Reading Intervention	1
Monreal, Marla	Teacher	Title I Intervention Reading and Math-Vi	1
Rodriguez, Christina	Paraprofessional	Title I Math- Vitovsky	.93
Syverson, Erica	Teacher	Title I Reading and Math-Baxter	1
Turner, Rachel	Teacher	Title I Reading- Vitovsky	1
Withrow, Cindy	Paraprofessional	Title I Reading-Vitovsky	.93
Zavala, Norma	Parent Liaison	Title I	extra duty only



# District Funding Summary

Local Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
ESSA-Title II-TPRT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$20,200.00
1	6	6			\$4,000.00
Sub-Total					\$24,200.00
ESSA-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$6,050.00
3	1	3			\$25,000.00
3	2	1	Kognito		\$6,700.00
Sub-Total					\$37,750.00
ESSER-III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Lead4Ward Training		\$1,500.00
Sub-Total					\$1,500.00
Grand Total					\$63,450.00

# Addendums

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting  
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.



## **Threat Assessment**

### Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

### *Education Code 37.115(a)*

### Threat Assessment Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

### Membership

The superintendent shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more

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than one campus of a district, provided that each district campus is assigned a team.

Oversight  
Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
  - a. Referring a student for mental health assessment; and
  - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Consent for Mental  
Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

*Education Code 37.115(c)–(g)*

Determination of  
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the

parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

*Education Code 37.115(h)–(j)*

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
  - a. Any disciplinary action taken, including a change in school placement;
  - b. Any action taken by law enforcement; or
  - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
  - a. Citations issued for Class C misdemeanor offenses;
  - b. Arrests;
  - c. Incidents of uses of restraint;

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- d. Changes in school placement, including placement in a JJAEP or DAEP;
  - e. Referrals to or changes in counseling, mental health, special education, or other services;
  - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
  - g. Unexcused absences of 15 or more days during the school year; and
  - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Health and Safety Code 161.325 [redesignated to Education Code 38.351, see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
  - b. Mental health or psychological first aid for schools;
  - c. Training relating to the safe and supportive school program; or
  - d. Any other program relating to safety identified by the commissioner.

*Education Code 37.115(k)*

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**Threat Assessment  
and Safe and  
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or  
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment  
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

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For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

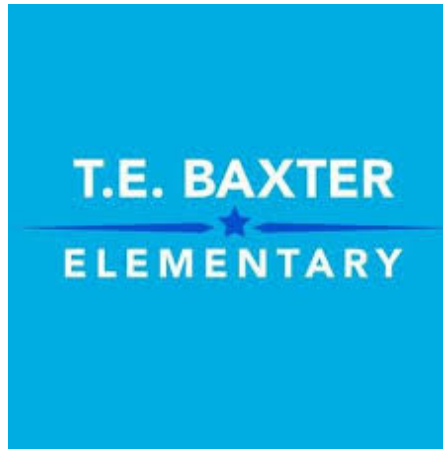
Guidance to School  
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

**Midlothian Independent School District**  
**T.E. Baxter Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission is to provide a quality education to each student by encouraging mutual respect and enthusiasm for learning in a safe and friendly environment that we call our "circle of friends".

## Vision

Our vision is to be a leading learning organization in student success and staff excellence.

## Annual Performance Report:

Met Standard

## State Academic Distinctions:

Academic Distinction awarded in Reading/ELA

Academic Distinction awarded in Math

## Value Statement

**Courage - Character - Commitment**

***One of us is not as strong as ALL of us!***



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

T.E. Baxter Elementary is committed to creating an engaging learning environment where all student can succeed and believes in putting learners first.

Enrollment of grade span EE-05:

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

Our campus consists of the following approximate demographic breakdown:

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

Title 1 Students Served (100 students):

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

### Demographics Strengths

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

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our hispanic students are underperforming our general population **Root Cause:** Tier 1 instruction does not contain enough differentiation or rigor.

# Student Learning

## Student Learning Summary

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

## Student Learning Strengths

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

## Problem Statements Identifying Student Learning Needs

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

# School Processes & Programs

## School Processes & Programs Summary

Instruction and Curricular: Each of our grade levels meets with iCoaches and Campus Leadership every other week to discuss best instructional practices, conduct targeted PD, and work to build exemplar lessons. Each staff member also attends iPlan days to ensure alignment of curriculum and lesson planning fidelity.

Personnel: We use the humanex screening process to ensure candidates are of high quality. Once hired, we provide continual professional development opportunities to staff as well as a mentor program for new teachers.

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

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

# Perceptions

## Perceptions Summary

Mission: Empowering innovative and passionate learners in a nurturing environment.

Vision: To build a community that embraces courage, character, and commitment while pursuing individual passions.

At Baxter we believe that all students are able to learn and our goal is to empower them to be the very best version of themselves. We want students to feel they belong on our campus and in our community and can find their place to serve one another. Our goal is for all parents to feel they are a part of their child's learning environment and we encourage them to participate any time they are able. We strive to all be striving for excellence in the key cultural tenets of our District:

- We are Family
- Celebrating the Power of Diversity
- Honoring Relationships
- Unlimited Potential
- Excellence with Purpose
- Midlothian Strong

Parents would like to see stronger communication and opportunities for support on campus.

## Perceptions Strengths

At Baxter, we feel like our strongest Cultural Tenets are We are Family and Honoring Relationships. We strive as a staff to build solid relationships with one another that then carry over to our students. We want not only our students to feel a part of our Baxter Culture but our student's families as well. We focus on strong communication and positive reinforcements that build each of our students up. According to survey results, parents feel that their children are loved and supported while at school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers are taking students at face value instead of effective assessment data. **Root Cause:** There is a need for professional development in analyzing valid assessment data.

# Priority Problem Statements





# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

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







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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Kinder, 1st and special ed teachers will participate in Reading Academy to improve student growth in reading measured on universal screeners. <b>Strategy's Expected Result/Impact:</b> 80% growth from BOY to EOY on universal screeners based on the grade level <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, iCoach <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 3rd-5th grade teachers will administer and disaggregate MAP data to target and show improvement in all students in both reading and math. 5th grade teachers will also include science. <b>Strategy's Expected Result/Impact:</b> 80% growth from BOY to EOY on universal screeners based on the grade level <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, iCoach	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will monitor and track student learning outcomes and confer with teams and administration in bi-weekly PLC meetings. <b>Strategy's Expected Result/Impact:</b> Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, iCoach, AI Specialist <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> K-5 students will participate in a variety of Genius Hour clubs through the 2021-2022 school year. <b>Strategy's Expected Result/Impact:</b> 100% of students will participate in cross- curricular activities and develop soft skills in various genius hour clubs that are determined through student voice and choice using surveys/forms and self sign ups. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a common time across the campus for students to receive prescriptive interventions and enrichments based on weak and strong SE's to maximize student learning and close performance gaps. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Based off walkthrough data, Principal, AI Specialist and iCoach will highlight a monthly focus of an unused strategy and provide PD of what it looks like in order to increase use of Lead4ward learning strategies. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, AI Specialist, iCoach <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Encourage extra curricular and enrichment activities such as Math Pentathlon, Choir, DI, media team and Challenge Lab. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students at Meets and Masters by 7% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Intentional small group inclusion when SPED teacher is the General Ed classroom. <b>Strategy's Expected Result/Impact:</b> Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Ed teachers, Diagnostician <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SPED teachers will use Interim Assessments, MAP and Education Galaxy data to goal set and track student progress. <b>Strategy's Expected Result/Impact:</b> Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Ed teachers, Diagnostician <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The ESL Teacher and General Education Teachers will use assessment data to plan targeted intervention for our Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study





Strategy 1 Details	Formative Reviews		
Strategy 1: Not a Campus-Based Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New teachers will participate in the District New Teacher Mentorship as well as have an on campus mentor throughout their first 3 years. <b>Strategy's Expected Result/Impact:</b> Teachers will feel more connected to the campus and District as well as feel more comfortable with the daily tasks at hand. Principal will meet with all first year teachers 5 times throughout the year. <b>Staff Responsible for Monitoring:</b> Principal, Assistance Principal and Campus Mentor <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recognize staff (birthdays, positive notes, themed events and celebrations, etc). Collaborate with the PTO on staff luncheons and cart days. Interview staff on campus news for college days. <b>Strategy's Expected Result/Impact:</b> Teachers will feel appreciated and honored which will lead to higher satisfaction with their job and increased self efficacy. An increase of 5% in the Youth Truth staff satisfaction. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leads, and Library Media Specialist <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> At our monthly faculty meetings, staff members will be invited to share out and teach about something that they have learned about from their PLN and implemented in their personal classroom.  <b>Strategy's Expected Result/Impact:</b> Increased interest and empowerment of teachers as leaders. Increased staff motivation to continue learning and implementing research based ideas both in their own classroom and across the campus with at least 40% of staff sharing.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.





**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Social and emotional guidance will be provided to all classes each month in the classroom setting by the campus counselor <b>Strategy's Expected Result/Impact:</b> Students will continue to build meaningful relationships and increase their social well-being which will be evident in decreased reports of bullying or student conflict through teacher report logs or counselor logs. Result will be a decrease in discipline referrals by 5%. <b>Staff Responsible for Monitoring:</b> Principal, Counselor <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff and students have buddy classes where lessons will focus on building relationships with peers, both grade level and non grade level, while focusing on campus determined character traits of Courage, Character and Commitment. <b>Strategy's Expected Result/Impact:</b> Students will continue to build meaningful relationships and increase their social well-being which will be evident in decreased reports of bullying or student conflict through teacher report logs or counselor logs. Result will be a decrease in discipline referrals by 5%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, Counselor and Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Each student and staff will participate in a community wide service project, filtered through their buddy class teams, once a year. <b>Strategy's Expected Result/Impact:</b> An increased awareness and desire to serve those around us based on the foundational relationships built. An increase of 5% on the Youth Truth survey for student satisfaction. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, Counselor, Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Each day, homerooms will engage in a class circle time focusing on building relationships and empathy among peers. <b>Strategy's Expected Result/Impact:</b> Students will build stronger relationships with peers and a deeper understanding of one another which will lead to fewer substantiated bullying and student conflict reports. An increase of 5% on the Youth Truth survey for student satisfaction. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, Teachers, Counselor <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Campus Safety team will create the Campus Crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the District Safety and Security team. <b>Strategy's Expected Result/Impact:</b> 100% of students and staff will be trained and prepared in the instance of an emergency. <b>Staff Responsible for Monitoring:</b> Principal and Assistant	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All outside visitors will be buzzed in at the front door and will undergo a security check through Raptor before they are permitted to enter the building. In the event a visitor is not listed in Skyward, the office will call the parent/guardian to get permission for the visitor to have lunch with the student. <b>Strategy's Expected Result/Impact:</b> 100% of visitors will be required to check in through the office using the Raptor system.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All volunteers will be background checked using the districts online application. Volunteering will not be permitted until the campus receives clearance. <b>Strategy's Expected Result/Impact:</b> 100% of volunteers will have a clear background check on file for the current school year	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff with ongoing professional development and programming available during staff meetings. <b>Strategy's Expected Result/Impact:</b> 100% of staff will be trained in prevention programming and know resources available. <b>Staff Responsible for Monitoring:</b> Counselor, Principal <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff participation in the Diversity Council monthly. <b>Strategy's Expected Result/Impact:</b> Diversity Council staff will model and share celebrations with all teachers back on campus. <b>Staff Responsible for Monitoring:</b> Principal <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff participation in the Diversity Council monthly. <b>Strategy's Expected Result/Impact:</b> Diversity Council staff will model and share celebrations with all teachers back on campus. <b>Staff Responsible for Monitoring:</b> Principal <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All staff will participate in surveys to assess satisfaction of our current facility and areas of needed improvement, the survey will include ideas for the use of flexible and collaborative learning spaces. <b>Strategy's Expected Result/Impact:</b> 100% of staff will take ownership of the facility and its usage and have a platform to share needs and desires so they can be strategically planned for. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, AI Specialist <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Student surveys will be conducted to assess satisfaction of our current flexible learning spaces and ideas for areas of improvement in collaborative spaces. <b>Strategy's Expected Result/Impact:</b> 100% of students will take ownership of the facility and its usage and have a platform to share needs and desires so they can be strategically planned for. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, AI Specialist <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The leadership team will asses the previous years budget and create and adjust the budget based on current instructional needs as lined out in the Campus Improvement Plan. <b>Strategy's Expected Result/Impact:</b> The budget will be a realist vision for the needs of our campus and fewer cross function transfers will need to occur. No more than 2 cross functions for the school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, AI Specialist	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue







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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize iTech specialist to help personalize technology integration into teaching. <b>Strategy's Expected Result/Impact:</b> 2% gain in teachers satisfaction <b>Staff Responsible for Monitoring:</b> Teachers, iTech specialist, iCoach <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: This is not a campus performance objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: This is not a campus performance objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal will highlight best practices through social media accounts and newsletters weekly aligned with cultural tenets. <b>Strategy's Expected Result/Impact:</b> At least four best practices are shared in the principal's family newsletter per month, and once a month on social media. <b>Staff Responsible for Monitoring:</b> Principal, Assistant, Media Specialist <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal will meet twice a month to collaborate with district department staff members on school goals and progress. <b>Strategy's Expected Result/Impact:</b> Principal will be better empowered to support the districts vision and mission on campus with staff. <b>Staff Responsible for Monitoring:</b> Principal <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> School Media Specialist will update the school website monthly, monitor it for compliance and improve methods for website accessibility such as translation features, distinguishable colors and alternative text. <b>Strategy's Expected Result/Impact:</b> 100% of website visitors will have information that is current, reliable and accessible for those with visual disabilities and primary languages other than English. <b>Staff Responsible for Monitoring:</b> Library Media Specialist <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
Strategy 1: This is not a campus performance objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



# State Compensatory

## Budget for T.E. Baxter Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.96

**Brief Description of SCE Services and/or Programs**

--

## Personnel for T.E. Baxter Elementary School

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

# Title I Personnel

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

# Addendums

# **Midlothian Independent School District**

## **J.R. Irvin Elementary School**

### **2021-2022 Campus Improvement Plan**



# **Mission Statement**

We value every student, creating an environment for all to be successful!

## **Vision**

What begins here empowers our innovative thinkers to impact the world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**J. R. Irvin Elementary serves 686 EE (Early Education) through 5th grade students.**

American Indian or Alaskan Native -0.7%

Asian or Pacific Islander- 0.8%

Black, not of Hispanic origin- 15.74%

Hispanic- 23.76%

White, not of Hispanic origin- 73.47%

2 or more Races- 9.04%

Economically Disadvantaged- 35.42%

Special Education- 16.47%

Attendance Rate = 92.73%

*Irvin is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.*

*Campus staff with masters degrees: 30%*

### Demographics Strengths

Irvin experienced an increase of student enrollment during the 2021-2022 school year.

STAAR Performance highlights:

4th grade special education reading: 63.64%

4th grade special education math: 72.73%

4th grade special education reading and math Meets and Masters: 45.45%

Fourth grade special education students out performed the state averages in both reading and math.

Fourth grade out performed the state averages in the math and reading.

African American students out performed the state averages in 3rd grade math.

Economically Disadvantaged students out performed the state average in math and reading.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The demographics of the campus staff does not reflect that of the student body **Root Cause:** lack of diverse candidates and applicants



# Student Learning

## Student Learning Summary

Irvin is committed to creating an engaging learning environment where all students can be successful. The STAAR test identified targeted areas of focus based on assessment scores. Although our African American populations were above the state average in 3rd grade reading, they scored the lowest in our subgroups. The same pattern was identified in 4th grade math. Due to COVID, we expected to see achievement gaps and have created goals to target those needs.

## Student Learning Strengths

2018-2019

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The campus received an overall accountability rating of B.

2019-2020

Reading				Math			Writing			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd grade												
Irvin	81%	51%	19.78%	82.42%	47.25%	21.98%						
State	68	38	19	61	30	14						
District	78.06	51.13	25.48	78.6	50.08	26.67						
4th grade												
Irvin	75%	44.32%	25%	84.27%	57.30%	37.08%	68.13%	35.16%	7.69%			
State	63	36	18	58	35	21	53	26	8			
District	75.47	48.91	25.93	80.8	60.06	43.16	67.59	36.42	11.42			
5th grade												
Irvin	80%	52%	40%	73%	45%	24%				75%	41%	19%
State										61	30	12
District	84.67	58.45	41.4	85	59.17	36.67				76.57	42.26	17.15

3rd grade:

\*scored above the district and state averages in math and reading

\*scored above the state in Meets for reading and Meets/Masters for math

4th grade:

\*4th grade math scored above the state in reading, math, and writing

\*scored above the state for Meets/Masters in reading, Meets/Masters in math, Meets/Masters in writing

5th grade:

\*scored above the state in Science

\*scored above the state in science for Meets/Masters

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Writing continues to be an area of focus due to STAAR assessment scores **Root Cause:** Writing across the curriculum will remain a focus to maintain and increase this progressive measure.

# School Processes & Programs

## School Processes & Programs Summary

Instructional/Curricular:

TEKS Resource System

iPlan Days

PLC's

Wonders Curriculum

Targeted Support Strategies

iCoach support and coaching

Personnel/Organizational/Administrative:

MISD Mentoring program

Coaching plan for new teachers

Humanex for hiring staff

New teacher orientation

High quality technology and technological support

## School Processes & Programs Strengths

Campus iCoach and support of special education staff

Consistent RTI timeframe

Chart TEKS mastered to address gaps and progress monitor

Effective use of campus support/resources (personnel)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** All stakeholders did not have a full understanding of the TTESS rubric and processes **Root Cause:** Lack of full implementation and comprehensive campus planning development

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Revised/Approved: November 15, 2021**

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide student choice in demonstrating evidence of learning for all core content.</p> <p>1.5 Accomplished            "* All digital activities, materials, and assessments are:              * authentic for students              * student-owned, learner driven              * aligned with the specificity and rigor of most state standards, following the TRS YAG/IFD and district Pacing Guides              * include integration of technology that is not substitution</p> <p>* Most Unit Assessments, Performance Assessments, evidence of learning, and other formal/informal assessments are digital or electronic for timely analysis, as appropriate.</p> <p>* Collaborates regularly in designing of lessons across the campus, integrating technology and all TRS documents (core) or other approved curriculum documents (non-TRS/non-core)."</p> <p>2.6 (Accomplished)            "* Student ownership and choice are routinely reflected in the selection of digital processes and applications to express learning.</p> <p>* Includes student input to regularly adjust for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera.</p> <p>* Collaborates with students to collect their work in a digital format, analyzes the work with students, and provides timely feedback in a digital format.</p> <p>* Consistently demonstrates a student-centered instructional delivery method, integrating technology and utilizing TRS documents (core) or other approved curriculum documents (non-TRS/non-core).</p> <p>* Consistently delivers lessons that meet content and rigor level expectations of TRS documents (core) or other approved curriculum documents (non-TRS/non-core) and other digital and content-specific expectations set forth in iPlan PLCs to ensure innovative learning. "</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will create and implement rigorous lessons using higher level questioning, targeted objectives, and small group instruction.            Success will be determined by TTESS observations, classroom walk-throughs, and collaborative PLC unit planning.</p> <p>90% of teachers will be at proficient or above in T-TESS planning and instruction (83% in 19-20).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Teachers            Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June





Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus PLC's will occur every three weeks to analyze data, identify targeted objectives to develop intervention plans for Irvin University and ensure instruction alignment to the state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure 1: Tier 3 students will gain one year of academic growth on the MAP assessment.</p> <p>Measure 2: African American students achieving approaches level on STAAR will increase by 5% in math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators iCoach Teachers Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use program data to design aligned lessons during weekly planned meetings. Teachers will use data to plan targeted intervention and enrichment activities for Irvin University time and group students flexibly to ensure individual student needs and strengths area addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> Students will show 70% growth from BOY to EOY utilizing universal screeners. Amplify K-1 iStation Imagine Math <b>Staff Responsible for Monitoring:</b> Administrators iCoach A.I. Specialist/Interventionist Teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Providing professional development on research based strategies tied to the new walk through form and the book Fundamental Five of Sean Cain's research. <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness with enhanced student engagement and achievement. <b>Staff Responsible for Monitoring:</b> Administrators iCoach Interventionist <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All Tiered students, including Accelerated Instruction students, will be progressed monitored by taking interim assessments to increase meets performance on STAAR by 7 percentage points in all content areas. <b>Strategy's Expected Result/Impact:</b> Increase Meets on STAAR by a minimum of 7 percentage points in all content areas. <b>Staff Responsible for Monitoring:</b> Teachers iCoach Administrators A.I. Specialist/Interventionist <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished			
<div><div><div></div></div><div></div></div> Continue/Modify			
<div><div><div></div></div><div></div></div> Discontinue			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase the BrightByte Data by at least 5 scaled points at the end of 2021-2022 school year. <b>Strategy's Expected Result/Impact:</b> Brightbyte data will increase by 5 scaled points. 2021: Teacher, (number). Student (number) Goal: Teacher (number), Student, (number) <b>Staff Responsible for Monitoring:</b> Administrators iCoach Teachers	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers have access to shared drive with resources to teach students in Accelerated Instruction and RTI and will incorporated Lead4Ward high yield strategies into lesson plans. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or Accelerated services by 10%. <b>Staff Responsible for Monitoring:</b> Administrators iCoach A.I. Specialist Interventionist <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers and the iCoach will participate in instructional conferences and PLC's to create plans on best practices for interventions. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or Accelerated services by 10%. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Irvin	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities for Irvin University and group students flexibility to ensure individual student needs and strengths are addressed. *Progress Monitoring</p> <p><b>Strategy's Expected Result/Impact:</b> Increase special education proficiency levels on STAAR by 5% points.</p> <p>2021 3rd Grade- Reading, 43.75%- Math, 56.25% 4th Grade- Reading, 63.64% - Math, 72.73% 5th Grade- Reading, 50% - Math, 50% -Science 28%</p> <p>2022 Goals 3rd Grade- Reading, 48.75%- Math, 61.25% 4th Grade- Reading, 68.64% - Math, 77.73% 5th Grade- Reading, 55% - Math, 55% -Science 33% *Progress monitor: Interim assessments and Education Galaxy.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers Accelerated Instruction Specialist Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities for Irvin University time and group students flexibly to ensure individual student needs and strengths are addressed.  <b>Strategy's Expected Result/Impact:</b> Enrollment for Emergent Bilingual students does not generate a STAAR assessed sub-population at this time.	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will utilize Humanex to identify highly qualified candidates. <b>Strategy's Expected Result/Impact:</b> Hire highly qualified staff through screening and interview process. <b>Staff Responsible for Monitoring:</b> Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New staff on campus will participate in the MISD Mentorship program. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by the district survey will increase 2%. <b>Staff Responsible for Monitoring:</b> Mentor Administrator <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff lead professional development opportunities for campus/district initiatives. Team Leads, MALA, ILL's, Mentor, etc.  <b>Strategy's Expected Result/Impact:</b> Survey feedback with 80% satisfaction of all participants in leadership opportunities. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implementation of Reset-Refocus and restorative practices implemented across campus through morning circles and the discipline committee. <b>Strategy's Expected Result/Impact:</b> Panorama SEL lessons facilitated by the campus counselors and teachers to increase 3 out of 5 competencies on Panorama survey. <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principal Teachers CIS (Community In Schools) <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

0% No Progress

100% Accomplished

Continue/Modify





Discontinue

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
 District Parent Feedback (Survey)  
 District Student Feedback (Survey)





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate talking points to parents to review with their child after safety drills. <b>Strategy's Expected Result/Impact:</b> Increase 5% in positive responses in safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement bullying prevention assemblies through Aim for Success <b>Strategy's Expected Result/Impact:</b> Reduced bullying investigations. Increased safety ratings on student survey. 2021 3rd-5th Grade Students- Do you feel safe going to school? %  Goals Students 84%	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus representatives will participate in district level Diversity Council meetings and provide feedback to/for the campus. <b>Strategy's Expected Result/Impact:</b> Creating a culture of respect and appreciation for all staff members and students. <b>Staff Responsible for Monitoring:</b> Administrators Diversity Council representatives <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			



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





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

Strategy 1 Details	Formative Reviews		
Strategy 1: District level performance objective.	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals. <b>Strategy's Expected Result/Impact:</b> 0 Cross-Function Transfers is Expected for the 21-22 school year. <b>Staff Responsible for Monitoring:</b> Secretary Principal	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).





Strategy 1 Details	Formative Reviews		
Strategy 1: District level performance objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Academy, ESL Prep Course, GL Instructional Meetings. <b>Strategy's Expected Result/Impact:</b> Increase of staff satisfaction on YouthTruth survey in regards to professional development. 2021 % Goal % <b>Staff Responsible for Monitoring:</b> iCoach Administrators <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: District Level Performance Objective		Formative		
		Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				





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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff shout-outs , from Community members, in the Irvin Tribune around the cultural tenants that will be included in weekly newsletters. <b>Strategy's Expected Result/Impact:</b> YouthTruth Administrator <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain up-to-date campus website to provide information to all stakeholders. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. October 2020 % Parents took the YouthTruth survey last year. Previous year data indicated % positives on communication, so the goal will be based on this data.  Goal % <b>Staff Responsible for Monitoring:</b> LMS Administrators	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Share pertinent information a variety of ways (Facebook, Email, Website, Smore, School Messenger) Campus Calendar is Up-To-Date, PTO, Facebook provides updates of upcoming events. Tentative Event calendar published. Monthly Irvin News Weekly Irvin Tribune  <b>Strategy's Expected Result/Impact:</b> YouthTruth BryteBytes Consistent communication with stakeholders <b>Staff Responsible for Monitoring:</b> Administrators Teachers <b>Title I Schoolwide Elements:</b> 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# State Compensatory

## Budget for J.R. Irvin Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.79

**Brief Description of SCE Services and/or Programs**

--

## Personnel for J.R. Irvin Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Goldthwaite, Melissa	Counselor	0.14
Graves, Jessica	Paraprofessional	0.25
Johnson, Julia	Teacher	0.25
Malone, Shanna	Social Emotional Learning Specialist	0.15
West, Matt	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Foster, Lynn	Teacher	Title I Reading	1

# Addendums

**Midlothian Independent School District**

**Longbranch Elementary School**

**2021-2022 Campus Improvement Plan**

**LONGBRANCH**



*Lead · Love · Learn*

# Mission Statement

Lead with Love.

Learn with Passion.

Change Starts with Us.

## Vision

*Longbranch Elementary...Igniting the Spark to Change the World.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Longbranch Elementary serves Pre-K through 5th grade and PPCD. We continuously strive to find new ways to meet the needs of all our students by providing various programs such as GT, RtI, DI, Longbranch Choir, Honor Council, Lady Cats and Lead Cats. We use data from survey results from staff, parents, and community to help us improve our practices in order to better serve our students.

The most current demographics data is based on the end of the 2020-21 school year.

### Total Student Enrollment 2021-22

587 (current 2021-22)

### Total Student Enrollment by Race/Ethnicity

Asian-0.18%

African American-5.29%

White-68.43%

Hispanic/Latino-20.63%

Two or More Race Categories-5.47%

### Total Student Enrollment by Gender

Total Male-286

Total Female-281

### Student Enrollment by Type

Economically Disadvantaged-18.69%

English Language Learners-1.23%

Special Education-16.58%

Gifted and Talented-4.94%

## **STAFF 2021-22**

Total Number of Full Time Staff-62

# Student Learning

## Student Learning Summary

5th Approaches Math 97% Masters Math 62%

5th Approaches Reading 91% Masters Reading 52%

5th Approaches Science 90% Masters Science 28%

4th Approaches Math 93% Masters Math 59%

4th Approaches Reading 83% Masters Reading 27%

3rd Approaches Math 88% Masters Math 41%

3rd Approaches Reading 89% Masters Reading 34%

# School Processes & Programs

## School Processes & Programs Summary

### Instructional:

TRS Curriculum and M\*Powered

Supplemental resources such as Number Talks, Number Corner, Patterns of Power: Invitation to Notice, Empowering Writers, Guided Reading/Continuum of Literacy Learning, Reading Rules, Read Naturally, various tech apps and programs

Assessments: CLI( PreK), Amplify (Kinder & 1st), DRA (1st-5th), iSip (2nd-5th), Imagine Math (2nd-5th), interim assessments (3rd-5th), Amira (1st-3rd)

Tier 1, 2, and 3 Response to Intervention (RtI) with progress monitoring, including informing parents

Accelerated Instruction

Teacher Goal Setting process through PLC and T-TESS

Student goal setting/self monitoring (T-TESS)

ESL, MTA, Inclusion, Resource, Speech, ECSE, CBI

Reading Academy year 2

Spelling Inventories

### Curricular:

GT, Destination Imagination, Math Pentathlon

Lady Cats, Lead Cats, Student Council, Choir, Media Team, Wonder Workshops, G40 (Genius Fridays)

Red Ribbon Week, Career Week

### Personnel:

Provide professional development and training as needed

Monthly staff meetings for communicating and for professional development

T-TESS growth model

Mentor for new teachers and lead teacher support

iCoach support

Humanex

**Organizational:**

Vertical Teams and grade level collaboration

Lead Teachers

Design Team

Safety and Security Teams

Technology trainings/iCoach support before, during and after school

iPlan Days

**Administrative:**

Weekly Principal Meetings

T-PESS growth model for principal and AP

Principal Mentorship

# Perceptions

## Perceptions Summary

**Longbranch Mission**-Lead with love. Learn with passion. Change Starts with us.

**Longbranch Vision**-Igniting the spark to change the world

## We believe...

our community is a part of our family and we value and support each other like a family.

we celebrate the power of diversity by honoring individual unique strengths and talents.

in the unlimited potential of our students.

in the the strength of our community and that makes us Midlothian Strong.

in the importanace of building partnerships and trust with our students, staff, and all stakeholder, and we honor those relationships.

in excellence through purpose and that we are to cultivate each person's purpose and passion.

## Communication:

Branch Bulletin, weekly

Weekly Parent E-mail

Twitter, Facebook, Weekly Classroom Newsletters

PTO Facebook and meetings

## Family/Community Engagement:

Meet the Teacher with grade level expectations

Career presentations

Family/Community Nights

PTO/Volunteers

Campus Educational Improvement Committee (staff, parents, community)

**Culture and Climate:**

Friendly & helpful office staff

Restorative Practices

Weekly Character focus

Theme: Enjoy the Journey

Supportive staff

Mentor/Lead teachers

Active Volunteers

PAL Program

Wonder Workshops

G40

Extra/Co Curricular activities

Football Readers

Elementary Partners

Ready Set Teach





# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide student choice in demonstrating evidence of learning in all core content. 1.5 (digital activities, materials and assessments) accomplished and 2.6 student ownership <b>Strategy's Expected Result/Impact:</b> Increase of 2 per percentage points in Accomplished or Higher in each domain, planning and instruction. <b>Staff Responsible for Monitoring:</b> Principals and teachers and iCoach	Formative		
	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Kinder, 1st and special ed teachers will participate in Reading Academy to improve student growth in reading measured on universal screeners. <b>Strategy's Expected Result/Impact:</b> 80 % growth <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development on research based strategies tied to the new walkthrough form and the book Fundamental 5 with Sean Cain's research. <b>Strategy's Expected Result/Impact:</b> 80% student growth in math and reading <b>Staff Responsible for Monitoring:</b> Principals, lead teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All RtI Tier 1, 2, and 3 and Accelerated Instruction students take interim assessments and then be provided to support to increase their Meets on STAAR by at least 7 percentage points in all content areas. <b>Strategy's Expected Result/Impact:</b> Growth for all students <b>Staff Responsible for Monitoring:</b> principals and teachers and iCoach <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> iCoach will provide weekly support through collaboration with teachers on lesson design to include the 4Cs. <b>Strategy's Expected Result/Impact:</b> Increase Brightbyte data by at least 5 scaled points. <b>Staff Responsible for Monitoring:</b> iCoach <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers have access to a shared drive with resources to teach students in Accelerated Instruction and RtI and will incorporated Lead4Ward high yield strategies into lesson plans. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principals, iCoach and AI Specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Principal, Interventionist and teacher leaders will participate in a virtual intervention conference and make plans to educate staff on best practices for interventions. <b>Strategy's Expected Result/Impact:</b> Decrease # of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principals, teachers	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> K-2 students will participate in a variety of STEM activities. 3rd-5th graders will pursue their passions on Genius Fridays. <b>Strategy's Expected Result/Impact:</b> Students gain confidence and help increase their SEL as measured on Panorama. <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Encourage extra curricular and enrichment activities such as Math Pentathlon, Choir, DI, media team, Honor Council, Lead Cats, Lady Cats and Challenge Lab. <b>Strategy's Expected Result/Impact:</b> Increase student engagement from 58% to 70% on YouthTruth parent survey. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor and Principals	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide accelerated instruction for sped students before and after school. <b>Strategy's Expected Result/Impact:</b> Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. <b>Staff Responsible for Monitoring:</b> Principals and Teachers	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will provide Accelerated Instruction for qualifying ESL students and will use assessment data to plan targeted intervention.  <b>Strategy's Expected Result/Impact:</b> Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.  <b>Staff Responsible for Monitoring:</b> ESL teacher, classroom teachers, and principals	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





**Evaluation Data Sources:** Yearly TASB Salary Study



**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New staff on campus will participate in the MISD mentorship program. <b>Strategy's Expected Result/Impact:</b> retain quality staff as measured by the district survey with a 2% increase in employee satisfaction. <b>Staff Responsible for Monitoring:</b> campus mentor	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recognize and support staff with birthday treats, sunshine morale boosters, PTO lunches, jean passes, etc. <b>Strategy's Expected Result/Impact:</b> Maintain employee satisfaction as related to campus culture in the 90th percentile. <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Lead teachers will lead the rollout of best practices for Fundamental 5 and the implementation of the new walkthrough form. <b>Strategy's Expected Result/Impact:</b> 2% increase in satisfaction of all participants in leadership opportunities. <b>Staff Responsible for Monitoring:</b> Principals and lead teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.





**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Mrs. Arnold will provide professional development for staff at the beginning of the year with restorative practices and during the year with SEL strategies. <b>Strategy's Expected Result/Impact:</b> increase in 3 out of the 5 competencies from the Panorama survey <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Mrs. Arnold will pull small groups in 2nd-4th grade focused on areas of need based on the Panorama survey results. <b>Strategy's Expected Result/Impact:</b> increase in 3 out of the 5 competencies from the Panorama survey <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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





**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus safety team will participate in tabletop discussions to be better prepared for emergency situations. <b>Strategy's Expected Result/Impact:</b> increase of 5% in positive responses to safety and security survey questions (87% to 92% on parent survey) <b>Staff Responsible for Monitoring:</b> Principals, safety team	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students and staff will participate in safety drill review video and team & class discussions and review throughout the year . We will participate in regular practice drill on emergency procedures. <b>Strategy's Expected Result/Impact:</b> increase of 5% in positive responses to safety and security survey questions (87% to 92% on parent survey) <b>Staff Responsible for Monitoring:</b> Principals, safety team	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Raptor and Access Control will be utilized for all visitors to campus. <b>Strategy's Expected Result/Impact:</b> increase of 5% in positive responses to safety and security survey questions (87% to 92% on parent survey) <b>Staff Responsible for Monitoring:</b> Principals and safety team	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Communicate Talking Points to parents to review with their child after safety drills. <b>Strategy's Expected Result/Impact:</b> Increase in Safety from 87% to 90% on Parent Youth Truth Survey. <b>Staff Responsible for Monitoring:</b> Principals <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement bullying prevention assemblies through Aim for Success <b>Strategy's Expected Result/Impact:</b> Increase 3-5 Youth Truth Survey bullying by 5%. <b>Staff Responsible for Monitoring:</b> Counselor <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize cultures and holidays each month through literature, library lessons, information posted on the website and announcements shared. <b>Strategy's Expected Result/Impact:</b> increase family engagement on Youth Truth (I feel represented by parent/family groups at my school.). Increase overall score from 58% to 70%. <b>Staff Responsible for Monitoring:</b> Principals, Librarian, Teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





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

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

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals <b>Strategy's Expected Result/Impact:</b> zero cross function <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue



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





**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a structured curriculum plan to implement spelling inventories for students in kinder through 5th grade. <b>Strategy's Expected Result/Impact:</b> Maintain staff satisfaction in the 90s on Youth Truth. 100% of ELAR teachers will implement spelling strategies and document learning on Student Learning Objectives at beginning, middle and end of year. <b>Staff Responsible for Monitoring:</b> Teachers and Principals	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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





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

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

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

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Add a section weekly to the Smore. to communicate best practice and cultural tenants each week on the Smore tied to Nighttime family events such as PTO meetings, Music Programs, Math and Science Night, Super Hero Fitness Night. and tied to school happenings such as PALs, Football Readers, Senior Walk, Career Week. Add a A Day in the life of a Kindergartener....1st Grader....2nd Grader....etc... Post Smore on Longbranch Facebook Page & on teacher newsletters. <b>Staff Responsible for Monitoring:</b> Principals <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Media Team promotes where to go to find news, highlight cultural tenants on announcements <b>Staff Responsible for Monitoring:</b> Terrie Money, Library Media Specialist <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Maintain and up to date campus website. <b>Strategy's Expected Result/Impact:</b> Increase on Student Engagement on parent survey Youth Truth from 58% to 70%. <b>Staff Responsible for Monitoring:</b> LMS		Formative		
		Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each Friday, we will send a campus newsletter, Branch Bulletin, to our families through email and to our community through Twitter and Facebook highlighting Longbranch and district happenings. <b>Strategy's Expected Result/Impact:</b> maintain in the 90th percentile on communication/feedback on the Youth Troth survey. <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



# State Compensatory

## Budget for Longbranch Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.71

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Longbranch Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Goldthwaite, Melissa	Counselor	0.14
Kasey Head	Teacher	1
Malone, Shanna	Teacher	0.07
Mau, Mary	Teacher	0.25
Satterwhite, Kathleen	Paraprofessional	0.25

# 2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Karena Blackwell	Administrator
Administrator	Cari Nix	Administrator
Parent	Steve Pena	Parent
Parent	Crystal Rentz	Parent
Parent	Amanda Bradley	Parent
Parent	Whitney Williams	Parent
Parent	Kim Parker	Parent
Business Representative	Jessica Diaz	Business Representative
Business Representative	Nikki Clayton	Business Representative
Community Representative	Geri Larson	Community Representative
Special Education Teacher	Andi Scott	Special Education Teacher
Community Representative	Ruth ONeal	Community Representative
Classroom Teacher	Kelly Prindle	Classroom Teacher
Classroom Teacher	Seth McKinney	Classroom Teacher
Classroom Teacher	Leah Cowan	Classroom Teacher
Classroom Teacher	Dawn Berumen	Classroom Teacher
Classroom Teacher	Donna Garcia	Classroom Teacher
Classroom Teacher	Holly Guest	Classroom Teacher
Classroom Teacher	Andrea Burks	Classroom Teacher
District-level Professional	Shorr Heathcote	District-level Professional

# Addendums

**Midlothian Independent School District**

**McClatchey Elementary**

**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of McClatchey Elementary is to design innovative experiences in a 21st century learning environment that develop confidence through purpose, passion and pride.

## Vision

Empowering learners with purpose to inspire, serve, and lead.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dolores McClatchey is an elementary campus serving 681 students. We have students from Kineregarten to 5th grade.

#### DME Demographics School Population (2021-22)

#### Student Total =681

Kindergarten 103

1st Grade 107

2nd Grade 91

3rd Grade 127

4th Grade 126

5th Grade. 126

The most current demographics data is based on the end of the 2020-21 school year.

#### Ethnic distribution is:

107 -Hispanic

51 -African American

576 -White

4 -Asian

42 -Two or more races

#### Total enrolled by gender:

395 Total Female

393 Total Male

**Student Enrollment by Type:**

Economically Disadvantaged- 15.53%

English Language Learners- 1.07%

Special Education- 15.07%

Gifted and Talented- 6.05%

**STAFF 2021-22**

Total Number of Full Time Staff-73



# Student Learning

## Student Learning Summary

At DME we are committed to designing engaging, explicit lessons for our students through TIERED instruction.

We have a built in ICE time (Intervention/Collaboration/Enrichment) on our campus. Our ICE time is staggered throughout the learning day to support our students not being pulled from their Tier 1 instruction. The intervention program on our campus is providing additional support to students who need extra assistance for growth. Once our Tier 2 and Tier 3 students are identified we are able to meet with these students in small group settings with a certified teacher to provide extra support for learning gaps. We identify our students in need of intervention according to the district MTTS Handbook. We are also have an enrichment time built into our master schedule for students who are excelling and need enrichment.

Our campus goal is to design lessons and schedules to be strategic in our Tier 1 instruction.

- DME's RTI Program
- Identify TIER 2 and TIER 3
- Set Goals
- Progress Monitor Goal to close the gaps and move from TIER 3 to TIER 2 to stay on TIER 1
- Meet with TIER 3 Teachers every 7 weeks
- Meet with TIER 2 Teachers every 10 weeks

### DME Resources:

- Imagine Math
- Istation Amplify
- Stemscores
- Education Galaxy
- ISIP
- Number Talks
- Number Corners
- 1 to 1 devices
- Small Group Instruction
- PLC's
- Wonders
- TRS

## Student Learning Strengths

As a campus, we will analyze the students in the following categories to implement effective instruction in areas where gaps are apparent.

## 2021 Accountability Overall Rating Summary

## School Performance Raw Component Score

STAAR Performance 61 stayed same from 2019.

Relative Performance (eco dis) 61 stayed same from 2019.

Eco. Dis increased from 11.0% to 15.3%

## We study our subpop groups to implement effective instruction in areas where gaps are apparent.

DME Hispanic subpop went down in meets standard from 58% to 52% in reading.

DME Hispanic subpop went down in meets standard from 61% to 49% in math.

DME Two or More Races subpop went up in meets standard from 38% to 52% in reading.

DME Two or More Races subpop went down in meets standard from 77% to 60% in math.

This is a small sub population.

DME Special Education (current) subpop went down in meets standard from 28% to 27% in reading.

DME Special Education (current) subpop went down in meets standard from 21% to 28% in math.

STUDENTS THAT **APPROACH**----SIGNIFICANT INTERVENTION THE NEXT YEAR IN SUBJECT AREA

STUDENTS THAT **MEETS**-----GAPS THAT NEED INTERVENTION THE NEXT YEAR IN SUBJECT AREA

STUDENTS THAT **MASTER**-----BEST PRACTICES IN TIER I

There was no rating from TEA for the 20-21 school year

	Reading			Math			Writing			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade												
State	68	38	19	61	30	14						
DME	80.73	57.8	34.86	80.73	55.96	34.86						
District	77.94	51.05	25.44	78.48	50	26.63						
4th Grade												
State	63	36	18	58	35	21	53	26	8			
DME	87.39	63.06	35.14	86.49	68.47	54.96	80.18	49.55	21.62			
District	75.35	48.84	25.89	80.67	59.97	43.1	67.49	36.36	11.4			
5th grade												
District	84.57	58.43	41.43	86.16	59.49	37.66				79.23	44.56	19.48
State	72	45	30	69	43	24				61	30	12
DME	84.44	61.48	45.93	90.37	63.7	44.4				85.82	57.46	32.09

# School Processes & Programs

## School Processes & Programs Summary

### Organizational:

Vertical Teams and grade level collaboration

LID Teachers

McCops Safety Team

iCoach support

iPlan Days

AI Support

### Instructional:

#### Learning Management System

- CANVAS-grades 3-5
- SEESAW-k-2

TRS Curriculum and M\*Powered

Lesson Plan Template Expectations

Supplemental resources such as Number Talks, Number Corner, Guided Reading/Continuum of Literacy Learning, Fly Leaf Decodables, Reading Rules, Read Naturally, various tech apps and programs

Assessments: Amplify (Kinder & 1st), DRA (1st-5th), iSip (2nd-5th), Imagine Math (2nd-5th), interim assessments (3rd-5th), Amira (1st-3rd)

Tier 1, 2, and 3 Response to Intervention (RtI) with progress monitoring, including informing parents

Accelerated Instruction

Teacher Goal Setting process through PLC and T-TESS

Student goal setting/self monitoring (T-TESS)

ESL, MTA, Inclusion, Resource, Speech, ECSE, CBI

Reading Academy year 2

**Curricular:**

GT, Destination Imagination, Math Pentathlon

Student Honor Council, Choir, Media Team, LAMP Time, Assemblies, House Meetings

Red Ribbon Week, Career Week

**Personnel:**

Provide professional development and training as needed

Monthly staff meetings for communicating and for professional development

T-TESS growth model

Mentor for new teachers and lead teacher support

iCoach support

Humanex

**Administrative:**

Weekly Principal Meetings

T-PESS growth model for principal and AP

Principal Mentorship



# Perceptions

## Perceptions Summary

### Our culture is built around our DME Mission and Vision:

**Vision:** Empowering learners with purpose to inspire, serve, and lead.

**Mission:** Design innovative experiences in a 21st. Century learning environment that develop confidence through purpose, passion, and pride.

One way we build a positive, safe culture is by implementing the Character Counts Character Education Program. There are 6 pillars to the program. We focus on one pillar a month.

- Monthly Assemblies
- Book-Of-The-Month
- School Counselor Led Lessons

Our school discipline process is embedded through our Character Counts initiative. We always use restorative discipline practices if a student need arises. We have a character lab. We use the lab as a teachable moment opportunity to guide, talk, and listen to our students. Our discipline data reveals that we have been successful in implementing character education practices to elevate discipline problems. At DME we strive to have an inclusive culture and to provide programs that address the needs of all students.

Our district SRO and safety support personnel come to DME meetings to discuss safety with all staff. We are currently reviewing and practicing our safety drills. We have studied our crisis plan and have reviewed what to do in different emergency situations. Perceptions Strengths We have many things in place to maintain a positive culture and climate. House System Media Team Student Led Assemblies. Chess Club Math Pentathlon Destination Imagination All City Choir

### We believe...

our community is a part of our family and we value and support each other like a family.

we celebrate the power of diversity by honoring individual unique strengths and talents.

in the unlimited potential of our students.

in the strength of our community and that makes us Midlothian Strong.

in the importance of building partnerships and trust with our students, staff, and all stakeholder, and we honor those relationships.

in excellence through purpose and that we are to cultivate each person's purpose and passion.

### Communication:

McClatchey Messenger, weekly

Weekly Parent E-mail

Twitter, Facebook, Weekly Classroom Newsletters

PTO Facebook and meetings

**Family/Community Engagement:**

Meet the Teacher with grade level expectations

Career presentations

Family/Community Nights

PTO/Volunteers

LAMP Community Volunteers

HERO's Club

Campus Educational Improvement Committee (staff, parents, community)

**Culture and Climate:**

Friendly & helpful office staff

Restorative Practices

Weekly Character focus

Theme: #DMEdestinations

Supportive staff

Mentor/Lead teachers

Active Volunteers

PAL Program

LAMP Time

C4D



Extra/Co Curricular activities

Football Readers

Elementary Partners

# Priority Problem Statements

# Goals

**Revised/Approved: November 15, 2021**

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide student choice in demonstrating evidence of learning for all core content,</p> <p>1.5 Accomplished</p> <ul style="list-style-type: none"> <li>* All digital activities, materials, and assessments are: <ul style="list-style-type: none"> <li>* authentic for students</li> <li>* student-owned, learner driven</li> <li>* aligned with the specificity and rigor of most state standards, following the TRS YAG/IFD and district Pacing Guides</li> <li>* include integration of technology that is not substitution</li> </ul> </li> <li>* Most Unit Assessments, Performance Assessments, evidence of learning, and other formal/informal assessments are digital or electronic for timely analysis, as appropriate.</li> <li>* Collaborates regularly in designing of lessons across the campus, integrating technology and all TRS documents (core) or other approved curriculum documents (non-TRS/non-core)."</li> </ul> <p>2.6 (Accomplished)</p> <p>"* Student ownership and choice are routinely reflected in the selection of digital processes and applications to express learning.</p> <p>* Includes student input to regularly adjust for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera.</p> <p>* Collaborates with students to collect their work in a digital format, analyzes the work with students, and provides timely feedback in a digital format.</p> <p>* Consistently demonstrates a student-centered instructional delivery method, integrating technology and utilizing TRS documents (core) or other approved curriculum documents (non-TRS/non-core).</p> <p>* Consistently delivers lessons that meet content and rigor level expectations of TRS documents (core) or other approved curriculum documents (non-TRS/non-core) and other digital and content-specific expectations set forth in iPlan PLCs to ensure innovative learning. "</p> <p><b>Strategy's Expected Result/Impact:</b> The teachers will increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.</p> <p>Percentage of students achieving MASTERS level on STAAR/EOC for each assessment</p> <ul style="list-style-type: none"> <li>* 5th Grade---</li> <li>Math=(18-19=56%) 20-21=44.4%</li> <li>Reading=(18-19=46%) 20-21= 45.93%</li> <li>Science=(18-19=28%) 20-21=32.09%</li> <li>* 4th Grade---</li> <li>Math=(18-19=45%) 20-21= 54.96%</li> <li>Reading=(18-19=17%) 20-21= 35.14%</li> <li>Writing=(18-19=9%) 20-21=11.4%</li> <li>* 3rd Grade---</li> <li>Math=(18-19=40%) 20-21= 34.86%</li> </ul>	Formative		
	Dec	Mar	June

Reading=(18-19=37%) 20-21= 34.86%

Staff Responsible for Monitoring: Principals/Teachers/icoach





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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use data aligned lessons during weekly planning meetings. Teachers will use data to plan targeted intervention and enrichment activities during ICE time.  K, 1, and SPED teachers will participate in Reading Academy to improve student growth in reading by using universal screeners by 80%.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development on research based strategies tied to the new walkthrough form and book Fundamental Five and Sean Cain's research.  <b>Strategy's Expected Result/Impact:</b> 80% growth in math and reading <b>Staff Responsible for Monitoring:</b> Principals/Teachers/icoach	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All tiered students, including AI students, will be progress monitored by taking interim assessments to increase their performance on the STAAR test. <b>Strategy's Expected Result/Impact:</b> 7 percentage points in meets in all content areas from STAAR 2021. <b>Staff Responsible for Monitoring:</b> Principals/Teachers/icoach/AI administrator <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The icoach will support our teachers in weekly collaboration to ensure plans include the 4 C's. <b>Strategy's Expected Result/Impact:</b> This will improve our data by 5 scaled points at the end of 2021-2022 school year. <b>Staff Responsible for Monitoring:</b> Principals/Teachers/icoach/AI admin.	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			







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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers have access to all resources available in MISD in our DME Hub to teach all TIERED students and will incorporate the lead4ward high yield strategies in lesson designs. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principals/Teachers/icoach/AI admin.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Principal, interventionist and teacher leaders will participate in a virtual conference and make plans to educate staff on best practice for interventions. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principals/Teachers/icoach/AI admin.	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in LAMP time each month. <b>Strategy's Expected Result/Impact:</b> This will aid our students in developing a pathway in secondary education.  Our panorama survey will increase in the SEL area. <b>Staff Responsible for Monitoring:</b> Principals/Teachers	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities during ICE time. The students group will be flexible.  <b>Strategy's Expected Result/Impact:</b> Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.  add STAAR data <b>Staff Responsible for Monitoring:</b> SPED Teachers/AI Admin./Principals/Teachers	Formative		
	Dec	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Emergent Bilingual Teacher and General Education Teachers will use assessment data to plan targeted intervention for our Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> 10 percentage points in each content area on STAAR. <b>Staff Responsible for Monitoring:</b> Bilingual Teacher/Gen. Ed. Teacher/Principal	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





**Evaluation Data Sources:** Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
Strategy 1: Not a campus performance objective	Formative		
	Dec	Mar	June
<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New teachers on campus will participate in the mentorship program and also in the DME monthly "new" staff meetings. <b>Strategy's Expected Result/Impact:</b> 2% increase in employee satisfaction on Youth Truth <b>Staff Responsible for Monitoring:</b> Principals/Mentor	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will lead professional development on campus. (best practices and Power of Positivity) <b>Strategy's Expected Result/Impact:</b> 2% increase in employee satisfaction <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The counselor will provide professional development for the staff on SEL and restorative practices. The teachers will in turn hold daily circle time with their class. <b>Strategy's Expected Result/Impact:</b> increase in 3 out of the 5 competencies from the Panorama survey.  GRIT Growth Mindset <b>Staff Responsible for Monitoring:</b> Counselor/Principals/Teachers	Formative		
	Dec	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
 District Parent Feedback (Survey)  
 District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus crisis plan outlines all policies and procedures in case of emergency. The McCops team will help facilitate campus drills and communicate with members of the district safety and security team.  We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. We also have a Say No go to a safe place.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate to parents talking points to review after safety drills. <b>Strategy's Expected Result/Impact:</b> increase of 5% in positive responses to safety and security survey questions by the Youth Truth survey <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Dec	Mar	June
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement bullying prevention assemblies through Aim For Success. <b>Strategy's Expected Result/Impact:</b> Reduced bullying investigations Increased safety ratings on student survey  add data here	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize cultures and holidays each month literature, library lessons, information posted on the website and announcements shared. <b>Strategy's Expected Result/Impact:</b> increase family engagement youth truth..... <b>Staff Responsible for Monitoring:</b> Principals/Librarians/Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

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

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a budget and align financial expenditures to campus goals. <b>Strategy's Expected Result/Impact:</b> 0 cross functions transfers <b>Staff Responsible for Monitoring:</b> Secretary/Principal	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iplan Days, Campus Professional Development, Reading Academy, and grade level instructional Meetings. <b>Strategy's Expected Result/Impact:</b> youth truth survey ...pd <b>Staff Responsible for Monitoring:</b> icoach, Administrators	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: District Level		Formative		
		Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				



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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We are promoting our MISD Cultural Tenants weekly in our family s'more. Families may give shout-outs to our staff members and recognize them for shining in one of our Cultural Tenants. <b>Strategy's Expected Result/Impact:</b> 5% increase on Youth Truth Survey	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Maintain up to date campus website <b>Strategy's Expected Result/Impact:</b> 5% increase on Youth Truth Survey. <b>Staff Responsible for Monitoring:</b> LMS/Principals		Formative		
		Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Share pertinent information in variety of ways-facebook, email, remind, website, s'more <b>Strategy's Expected Result/Impact:</b> 5% increase on Youth Truth Survey.		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# State Compensatory

## Budget for McClatchey Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.96

**Brief Description of SCE Services and/or Programs**

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## Personnel for McClatchey Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bourland, Alana	Paraprofessional	0.25
Goldthwaitte, Melissa	Counselor	0.14
Hendricks, Christina	Paraprofessional	0.25
Herrod, Stephanie	Teacher	0.25
Malone, Shanna	Social Emotional Learning Specialist	0.07
Spradley, Michelle	Teacher	1

# Addendums

# **Midlothian Independent School District**

## **LaRue Miller Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**





# Mission Statement

The mission of Midlothian ISD and LaRue Miller Elementary is to educate students by empowering them to maximize their potential.

## Vision

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

## Core Beliefs

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

Economically Disadvantaged - 13%

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

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

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

### Demographics Strengths

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

# Student Learning

## Student Learning Summary

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

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

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

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

## Student Learning Strengths

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

## Problem Statements Identifying Student Learning Needs

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

Student Expectations for Problem Solving and Real World Problems:

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

Differentiation is provided to students through:

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

Character Education:

- Shared Book Study, Kinder - 5th Grade (Inch and Miles, The Journey to Success)

- Shared Book Studies, Kinder - 5th Grade (Picture Books once a month that highlight leadership characteristics)
- Character Class with Counselor
- Positive Office Referrals

Professional Development opportunities are provided through:

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

Other Resources:

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

### **School Processes & Programs Strengths**

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

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

# Priority Problem Statements



# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide student choice in demonstrating evidence of learning for all core content.  1.5 (Accomplished)	Formative		
	Dec	Mar	June

All digital activities, materials, and assessments are:

- \* authentic for students

- \* student-owned, learner driven

- \* aligned with the specificity and rigor of most state standards, following the TRS YAG/IFD and district Pacing Guides

- \* include integration of technology that is not substitution

Most Unit Assessments, Performance Assessments, evidence of learning, and other formal/informal assessments are digital or electronic for timely analysis, as appropriate.

Collaborates regularly in designing of lessons across the campus, integrating technology and all TRS documents (core) or other approved curriculum documents (non-TRS/non-core).

## 2.6 (Accomplished)

Student ownership and choice are routinely reflected in the selection of digital processes and applications to express learning.

- \* Includes student input to regularly adjust for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera.

Collaborates with students to collect their work in a digital format, analyzes the work with students, and provides timely feedback in a digital format.

Consistently demonstrates a student-centered instructional delivery method, integrating technology and utilizing TRS documents (core) or other approved curricular documents (non-TRS/non-core).

Consistently delivers lessons that meet content and rigor level expectations of TRS documents (core) or other approved curriculum documents (non-TRS/non-core) and other digital and content-specific expectations set forth in

iPlan PLCs to ensure innovative learning.

**Strategy's Expected Result/Impact:** 30% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M\*Powered Dimension 1.5 (2021-28%)

35% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M+Powered Dimension 2.6 (2021-33%)

**Staff Responsible for Monitoring:** Administrators, Teachers



No Progress



Accomplished



Continue/Modify







Discontinue

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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use program data to design aligned lessons during weekly planning meetings. Teachers will use data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> Amplify K-1 iStation Imagine Math MAP Data <b>Staff Responsible for Monitoring:</b> Administrators, iCoach, AI Specialist, Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Add Strategy Here Suggestion: Teachers will plan collaboratively and use interim / district assessment data to design aligned lessons during weekly planning meetings. Suggestion: Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring Suggestion: Activities will be calibrated against the specificity of the TEKS at least once a semester for each grade level for both ELAR and Math.  <b>Strategy's Expected Result/Impact:</b> STAAR score increase at least 7 percentage points in the Meets proficiency. 2021 Data 3rd Grade - Reading, 48% - Math, 52% 4th Grade - Reading, 54% - Math, 69% 5th Grade - Reading, 66% - Math, 70% - Science, 53% 2022 Goals 3rd Grade - Reading, 55% - Math, 59% 4th Grade - Reading, 61% - Math, 76% 5th Grade - Reading, 73% - Math, 77% - Science - 60% <b>Staff Responsible for Monitoring:</b> 3rd - 5th Grade Teachers, AI Specialist, iCoach, Administrators	Formative		
	Dec	Mar	June



 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize available technology to enhance lesson design and increase student choice in demonstrating evidence of learning.  <b>Strategy's Expected Result/Impact:</b> Brightbyte data will increase by 5 scaled points. 2021 - Teacher, 1003 - Student, 1092 Goal - Teacher, 1008 - Student, 1097 <b>Staff Responsible for Monitoring:</b> Administrators, iCoach, Teachers	<b>Formative</b>			
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				





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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Add Strategy Here Suggestion: Teachers will plan collaboratively and use interim / district assessment data to design aligned lessons during weekly planning meetings. Suggestion: Teachers will use assessment data to plan targeted intervention and enrichment activities that are planned with high yield learning strategies for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring Suggestion: Monitor Accelerated Instruction Progress for students who failed STAAR in 2020-2021. <b>Strategy's Expected Result/Impact:</b> Students qualifying for Accelerated Instruction will decrease by at least 10%. 2021 3rd Grade Reading - 28 3rd Grade Math - 23 4th Grade Reading - 24 4th Grade Math - 15 4th Grade Writing - 29 Goals 3rd Grade Reading - 25 3rd Grade Math - 21 4th Grade Reading - 22 4th Grade Math - 13	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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

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

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Miller	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> Increase special education student proficiency levels on STAAR by 5% points. 2021 3rd Grade - Reading, 42% - Math, 50% 4th Grade - Reading, 35% - Math, 50% 5th Grade - Reading, 50% - Math, 61% - Science, 44% 2022 Goals 3rd Grade - Reading, 47% - Math, 55% 4th Grade - Reading, 40% - Math, 55% 5th Grade - Reading, 55% - Math, 66% - Science - 49% <b>Staff Responsible for Monitoring:</b> Special Education Teachers, Accelerated Instruction Specialist, Administrators, Teachers <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Miller	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





**Evaluation Data Sources:** Yearly TASB Salary Study

Strategy 1 Details		Formative Reviews		
Strategy 1: Not a Campus-Based Performance Objective		Formative		
		Dec	Mar	June
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✖</div>Discontinue</div>				

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New staff on campus will participate in the MISD Mentorship Program. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by the district survey will increase 2%. Fall 2020 (YouthTruth) Culture: 73% Engagement: 81% Relationships: 84% PD and Support: 73% Goals Culture: 75% Engagement: 83% Relationships: 86% PD and Support: 75% <b>Staff Responsible for Monitoring:</b> Mentor, Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff Notes, PTO luncheons / Cart days, Interviews for News, Team Design Time, Hallway Happy Hours, Teacher Shout-Outs in Miller Minute / Staff Miller Minute, Promote Clubs, Team LME Days, Staff Socials / Get-Togethers <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by the district survey will increase 2%. Fall 2020 (YouthTruth) Culture: 73% Engagement: 81% Relationships: 84% Goals Culture: 75% Engagement: 83% Relationships: 86%  Staff Retention to Increase from 86% to 89%. <b>Staff Responsible for Monitoring:</b> Principals, PTO, LMS, Teachers, Team Leads <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff lead professional development opportunities for campus / district initiatives. Team Leads, ILLs, Mentor, etc.  <b>Strategy's Expected Result/Impact:</b> Survey feedback with 80% satisfaction of all participants in leadership opportunities. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Pyramid of Success, Targeted Guidance Lessons, Team Building Activities through Team LME Day, Conscious Discipline Strategies supported by our District SEL Specialist, and Teacher-Taught Panorama Lessons for their morning meetings based on their class data. <b>Strategy's Expected Result/Impact:</b> Panorama Survey Data Grit Self-Efficacy Self-Management Social Awareness Growth Mindset *Sense of Belonging / Teacher & Student Relationships	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus crisis plan outlines all policies and procedures in case of emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. We also have a "Say no. Go to a safe place. And tell a trusted adult" posters posted to inform students on how to report unsafe situations. <b>Strategy's Expected Result/Impact:</b> All students and staff will be trained and prepared in case of an emergency. Positive response to safety and security survey questions will increase by 5%. 2021 Staff - 95% 3rd - 5th Grade Students - Do you feel safe going to school? - 79% (Yes, very safe), 18% (Sometimes) Parents - 77% Goals Staff - 100% (?) Students - 84% Parents - 82% <b>Staff Responsible for Monitoring:</b> SRO, Campus Safety Team, Administrators, Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raptor will be utilized for all visitors on campus. <b>Strategy's Expected Result/Impact:</b> Positive response to safety and security survey questions will increase by 5%. 2021 Parents - 77% Goals Parents - 82% <b>Staff Responsible for Monitoring:</b> Front Office Staff, Administrators	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Communicate talking points to parents to review with their child after safety drills. Form a student focus group to discuss school safety. <b>Strategy's Expected Result/Impact:</b> All students and staff will be trained and prepared in case of an emergency. Positive response to safety and security survey questions will increase by 5%. 2021 Staff - 95% 3rd - 5th Grade Students - Do you feel safe going to school? - 79% (Yes, very safe), 18% (Sometimes) Parents - 77% Goals Staff - 100% (?) Students - 84% Parents - 82% <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement bullying prevention assemblies through Aim for Success <b>Strategy's Expected Result/Impact:</b> Reduced bullying investigations. Increased safety ratings on student survey. 2021 3rd - 5th Grade Students - Do you feel safe going to school? - 79% (Yes, very safe), 18% (Sometimes) Goals Students - 84%	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We have a monthly plan to celebrate various cultures through the LMS. <b>Strategy's Expected Result/Impact:</b> Increase family engagement on YT. 2021 61% 2022 70% <b>Staff Responsible for Monitoring:</b> LMS	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective.	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals. <b>Strategy's Expected Result/Impact:</b> 0 Cross-Function Transfers is Expected for the 21-22 school year. <b>Staff Responsible for Monitoring:</b> Secretary, Principal		Formative		
		Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).





Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Academy, ESL Prep Course, GL Instructional Meetings <b>Strategy's Expected Result/Impact:</b> Increase of staff satisfaction on YT survey in regards to PD. 2021 73% Goal 75% <b>Staff Responsible for Monitoring:</b> iCoach, Administrators	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: District Level Performance Objective		Formative		
		Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff and Student Shout-Outs in Miller Minute / Staff Miller Minute <b>Strategy's Expected Result/Impact:</b> Increase culture score on YT survey for both staff and parents. 2021 Staff - 73%, Goal - 75% 2021 Parents - 85%, Goal - 87% <b>Staff Responsible for Monitoring:</b> Administrator	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain up-to-date campus website. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. October 2020 64% ***69 Parents took the YT survey last year. Previous year data indicates 75% percent positives on communication, so the goal will be based on this data. Goal 78% <b>Staff Responsible for Monitoring:</b> LMS, Administrators	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Share pertinent information a variety of ways (Facebook, Email, Remind, Website). Campus Calendar is Up-To-Date. PTO Facebook provides updates of upcoming events. Tentative Event Calendar Published. Monthly Miller Minute (Updated Weekly) Teachers send weekly newsletters including information about upcoming TEKS.  <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. October 2020 64% ***69 Parents took the YT survey last year. Previous year data indicates 75% percent positives on communication, so the goal will be based on this data. Goal 78%  <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

# State Compensatory

## Budget for LaRue Miller Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.96

**Brief Description of SCE Services and/or Programs**

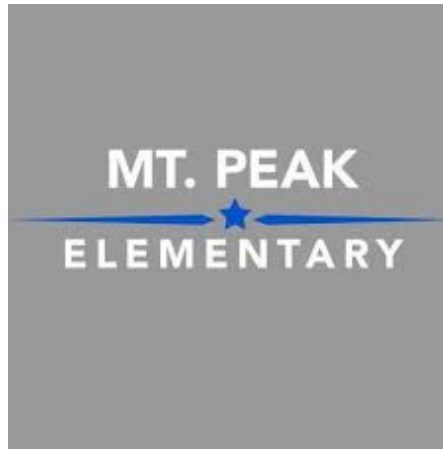
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## Personnel for LaRue Miller Elementary School

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

# Addendums

**Midlothian Independent School District**  
**Mt. Peak Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The Mt. Peak Family will make a positive difference in the lives we touch by putting children first and challenging everyone to reach their full potential.

## Vision

Relationships+Communication=Success

Motto

Family of Excellence

## Core Beliefs

As a Mt. Peak Family...

We believe learning is nurtured through building relationships.

We believe effective communication is the key to success.

We believe in creating and maintaining a safe, loving environment by treating everyone with respect.

We believe educators are purposeful designers of engaging, learning experiences.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Mt Peak is a campus of 733 students from PPCD-5th grade with approximately 19% economically disadvantaged.**

**Hispanic-Latino 15.8%**

**American Indian - Alaskan Native**

**0.1%**

**Asian 1%**

**Black - African American 6.8%**

**White 70.1%**

**Two or More races 6.1%**

### Demographics Strengths

**19% economically disadvantaged**

**85% of economically disadvantaged students passed 4th grade reading and math.**

**94% of economically disadvantaged students passed 5th grade math.**

**100% of Hispanic students passed 3rd and 4th grade math. 93% met master's level in 4th math and 71% achieved master's level.**

**93% of Hispanic students passed 4th grade writing STAAR and 57% met standards.**

**100% of Hispanic students passed 4th grade reading and math.**

**97% of white students passed 5th grade math.**

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Only 22% of our African American students scored Meets on the 3rd grade 18-19 STAAR Reading assessment compared to our overall student population of 40% of students scoring at the Meets level. **Root Cause:** More attention in intervention time and Tier 1 instruction should be focused on this sub group.

**Problem Statement 2:** 43% of our Economically disadvantaged students scored at the Meets level on the 5th grade Reading STAAR. 66% of our entire student population scored Meets. **Root Cause:** Tier 1 instruction needs to be rigorous and engaging to ensure high quality learning.

**Problem Statement 3:** Only 33% of our economically disadvantaged students met the Meets standard on the 5th grade Science STAAR test. **Root Cause:** Tier 1 instruction needs to be rigorous and engaging to ensure high quality learning.

# Student Learning

## Student Learning Summary

**3rd grade reading- 81% Approaches, 39% Meets, and 29% Masters**

**3rd grade math- 85% Approaches, 51% Meets, and 24% Masters**

**4th grade reading- 91% Approaches, 60% Meets, and 29% Masters**

**4th grade math- 92% Approaches, 72% Meets, and 51% Masters**

**4th grade writing- 86% Approaches, 53% Meets and 12% Masters**

**5th grade reading- 93% Approaches, 62% Meets and 37% Masters**

**5th grade math- 97% Approaches, 64% Meets, and 42% Masters**

**5th grade science- 73% Approaches, 41% Meets and 17% Masters**

## Student Learning Strengths

**4th grade reading- 91% Approaches, 60% Meets, and 29% Masters**

**4th grade math- 92% Approaches, 72% Meets, and 51% Masters**

**5th grade reading- 93% Approaches, 62% Meets and 37% Masters**

**5th grade math- 97% Approaches, 64% Meets, and 42% Masters**

**Mt Peak performed higher than the state, region and district STAAR passing rates in 3rd-5th reading, 3rd-5th math, and 4th grade writing.**

**Three teams competed at Destination Imagination, 2 went to state and 1 went to Globals.**

**87% of 4th grade students performed at the Tier 1 Level on Istation.**

**Math Pentathlon**

**Service Learning projects through Genius Hour**

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Only 40% of our students scored Meets on the 3rd grade 18-29 STAAR Reading assessment compared to the state average of 45%. @0% scored at the Master's level - state had 27%. We should be scoring above the state. **Root Cause:** Tier 1 instruction needs to be rigorous to allow students to transfer knowledge through process standards.

**Problem Statement 2:** Only 14% of our 4th grade students achieved master's level the writing portion of the STAAR test. **Root Cause:** Tier 1 instruction needs to be rigorous to allow students to transfer knowledge through process standards.

# School Processes & Programs

## School Processes & Programs Summary

Mt Peak offers a guaranteed and viable curriculum using TRS as our guide. We are continuing with our 1:1 iPad initiative and using technology for meaningful, purposeful lessons. Teachers meet as grade levels and across the district during iPlan days as well as AMP (Art, Music, PE) time every two weeks. Highly qualified teachers are hired and retained largely due to Humanex and rigorous interview process. First year teachers receive a buddy and have a mentor on campus to aide them in their first year as a teacher. Mt Peak has a MIT person on our campus 3 days a week to enhance lesson planning and design. Our campus has a technology lead learner and an instructional lead learner as another support.

## School Processes & Programs Strengths

Math Pentathlon

Destination Imagination

All City Choir

Spring Choir

Parent Nights

Parent University

Safety Patrol

Kindness Crew

MIT

Technology Lead Learners and Instructional Lead Learners

Flexible learning spaces

Math/Science night

ELAR night

PTO fall carnival

PTO volunteers

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Vertical alignment of curriculum across our campus. **Root Cause:** Monthly vertical alignment teams to align our curriculum vertically.

# Perceptions

## Perceptions Summary

At Mt Peak Elementary we work towards the district mission of Inspiring Excellence. We also align our daily work to the cultural tenets and our beliefs. At Mt Peak we are family and are MISD Proud. Safety is a priority with our staff and our students. Each student is an individual and we work together to personalize student learning.

## Perceptions Strengths

Restorative Practices

PLC's focused around campus culture and cultural tenets

Better Than Carrots and Sticks book study

Empower book study

Staffle shout outs

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Work on educating ourselves and students on social/emotional well being. **Root Cause:** Understand the why behind the behavior and address issues at the social/emotional level.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide student choice in demonstrating evidence of learning for all core content.  1.5 (Accomplished)	Formative		
	Dec	Mar	June

All digital activities, materials, and assessments are:

- \* authentic for students

- \* student-owned, learner driven

- \* aligned with the specificity and rigor of most state standards, following the TRS YAG/IFD and district Pacing Guides

- \* include integration of technology that is not substitution

Most Unit Assessments, Performance Assessments, evidence of learning, and other formal/informal assessments are digital or electronic for timely analysis, as appropriate.

Collaborates regularly in designing of lessons across the campus, integrating technology and all TRS documents (core) or other approved curriculum documents (non-TRS/non-core).

## 2.6 (Accomplished)

Student ownership and choice are routinely reflected in the selection of digital processes and applications to express learning.

- \* Includes student input to regularly adjust for levels of learning by differentiating instruction through the use of available digital devices, tools, applications, et cetera.

Collaborates with students to collect their work in a digital format, analyzes the work with students, and provides timely feedback in a digital format.

Consistently demonstrates a student-centered instructional delivery method, integrating technology and utilizing TRS documents (core) or other approved curricular documents (non-TRS/non-core).

Consistently delivers lessons that meet content and rigor level expectations of TRS documents (core) or other approved curriculum documents (non-TRS/non-core) and other digital and content-specific expectations set forth in

iPlan PLCs to ensure innovative learning.

**Strategy's Expected Result/Impact:** 32% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M\*Powered Dimension 1.5 (2021-30%)

7% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M+Powered Dimension 2.6 (2021-5%)

**Staff Responsible for Monitoring:** Administrators, Teachers



No Progress



Accomplished



Continue/Modify



Discontinue





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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use program data to design aligned lessons during weekly planning meetings. Teachers will use data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> Amplify K-1 iStation Imagine Math MAP Data <b>Staff Responsible for Monitoring:</b> Administrators, iCoach, AI Specialist, Teachers	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Suggestion: Teachers will plan collaboratively and use interim / district assessment data to design aligned lessons during weekly planning meetings. Suggestion: Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring Suggestion: Activities will be calibrated against the specificity of the TEKS at least once a semester for each grade level for both ELAR and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR score increase at least 7 percentage points in the Meets proficiency.</p> <p>2021 Data 3rd Grade - Reading, 52% - Math, 47% 4th Grade - Reading, 52% - Math, 67% 5th Grade - Reading, 47% - Math, 45% - Science, 26%</p> <p>2022 Goals 3rd Grade - Reading, 59% - Math, 54% 4th Grade - Reading, 59% - Math, 73% 5th Grade - Reading, 54% - Math, 52% - Science - 33%</p> <p><b>Staff Responsible for Monitoring:</b> 3rd - 5th Grade Teachers, AI Specialist, iCoach, Administrators</p>	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize available technology to enhance lesson design and increase student choice in demonstrating evidence of learning.  <b>Strategy's Expected Result/Impact:</b> Brightbyte data will increase by 5 scaled points. 2021 - Teacher, 991 - Student, 1080 Goal - Teacher, 996 - Student, 1085 <b>Staff Responsible for Monitoring:</b> Administrators, iCoach, Teachers	<b>Formative</b>			
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Suggestion: Teachers will plan collaboratively and use interim / district assessment data to design aligned lessons during weekly planning meetings. Suggestion: Teachers will use assessment data to plan targeted intervention and enrichment activities that are planned with high yield learning strategies for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring Suggestion: Monitor Accelerated Instruction Progress for students who failed STAAR in 2020-2021. <b>Strategy's Expected Result/Impact:</b> Students qualifying for Accelerated Instruction will decrease by at least 10%. 2021 3rd Grade Reading - 23 3rd Grade Math - 23 4th Grade Reading - 19 4th Grade Math - 20 4th Grade Writing - 27 Goals 3rd Grade Reading - 21 3rd Grade Math - 21 4th Grade Reading - 17 4th Grade Math - 18	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Not Applicable for Mt. Peak	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Suggestion: Teachers will plan collaboratively and use interim / district assessment data to design aligned lessons during weekly planning meetings.  Suggestion: Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring  Suggestion: Monitor Accelerated Instruction Progress for students who failed STAAR in 2020-2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase special education student proficiency levels on STAAR by 5% points.  2021  3rd Grade - Reading, 46% - Math, 31%  4th Grade - Reading, 60% - Math, 50%  5th Grade - Reading, 50% - Math, 35% - Science, 41%  2022 Goals  3rd Grade - Reading, 51% - Math, 36%  4th Grade - Reading, 65% - Math, 55%  5th Grade - Reading, 55% - Math, 40% - Science - 41%</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers, Accelerated Instruction Specialist, Administrators, Teachers</p>	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will provide Accelerated Instruction for qualifying ESL students and will use assessment data to plan targeted intervention.  <b>Strategy's Expected Result/Impact:</b> Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.  <b>Staff Responsible for Monitoring:</b> ESL teacher, classroom teachers, and principals	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.





**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Suggestion: New staff on campus will participate in the MISD Mentorship Program. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by the district survey will increase 2%. Fall 2020 (YouthTruth) Culture: % Engagement: % Relationships: % PD and Support: % Goals Culture: % Engagement: % Relationships: % PD and Support: % <b>Staff Responsible for Monitoring:</b> Mentor, Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Add Strategy Suggestion: Staff Notes, PTO luncheons / Cart days, Interviews for News, Team Design Time, Hallway Happy Hours, Teacher Shout-Outs in Miller Minute / Staff Miller Minute <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by the district survey will increase 2%. Fall 2020 (YouthTruth) Culture: % Engagement: % Relationships: % Goals Culture: % Engagement: % Relationships: %  Staff Retention to Increase from 86% to 89%. <b>Staff Responsible for Monitoring:</b> Principals, PTO, LMS, Teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize targeted Guidance Lessons, Team Building Activities, Conscious Discipline Strategies supported by our District SEL Specialist, and morning meetings to build class community. <b>Strategy's Expected Result/Impact:</b> Increase in 3 out of the 5 competencies from the Panorama survey <b>Staff Responsible for Monitoring:</b> Counselor, Teachers	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus crisis plan outlines all policies and procedures in case of an emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents and other student concerns anonymously. <b>Strategy's Expected Result/Impact:</b> Increase of 5% in positive responses to safety and security survey questions <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, SRO, safety team	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raptor will be utilized for all visitors on campus. <b>Strategy's Expected Result/Impact:</b> Positive response to safety and security survey questions will increase by 5%. <b>Staff Responsible for Monitoring:</b> Front Office Staff, Administrators	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Communicate talking points to parents to review with their child after safety drills. <b>Strategy's Expected Result/Impact:</b> Positive response to safety and security survey questions will increase by 3%. All students and staff will be trained and prepared in case of an emergency.  2021 Staff - I feel safe from harm while at my school. 100% 3rd - 5th Grade Students - Do you feel safe going to school? - 71% Parents -My school is safe place to learn. 77% Goals Staff - 100% Students - 74% Parents - 80%	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement bullying prevention assemblies through Aim for Success <b>Strategy's Expected Result/Impact:</b> Increase student 3-5 Youth Truth Survey safety ratings on "Do you feel safe during school? " from 69% to 73%. Increase Family Survey rating on "My child is safe from bullying at school?" from 76% to 80%. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers	Formative		
	Dec	Mar	June





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**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Student Committee will meet monthly to plan ways to celebrate various cultures through the Mt Peak classes and in the building. <b>Strategy's Expected Result/Impact:</b> Increase family engagement on YT. 2021 60% 2022 63% <b>Staff Responsible for Monitoring:</b> Mt. Peak Staff	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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

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

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a budget and align financial expenditures to campus goals. <b>Strategy's Expected Result/Impact:</b> 0 Cross-Function Transfers is Expected for the 21-22 school year. <b>Staff Responsible for Monitoring:</b> Secretary, Principal	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Academy, ESL Prep Course, GL Instructional Meetings <b>Strategy's Expected Result/Impact:</b> Increase of staff satisfaction on YT survey in regards to PD. (I have access to meaningful professional development.) 2021 80% Goal 85%	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

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





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



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff and Student Shout-Outs in Mt. Peak News for Staff and Families. Also promoting MISD cultural tenants on morning announcements. <b>Strategy's Expected Result/Impact:</b> Increase culture score on YT survey for both staff and parents. (My school creates a positive/friendly work environment.) 2021 Staff - 92%, Goal - 94% 2021 Parents - 94%, Goal - 95% <b>Staff Responsible for Monitoring:</b> Administrator	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Maintain up-to-date campus website. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. YT Family Survey - Engagement (I feel informed about important decisions regarding my school) Increase by 3% from 70% to 73%.		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Each Friday, we will send a campus newsletter, Mt. Peak News to our families through email and to our community through Facebook highlighting Mt. Peak and district happenings. We will have Facebook live events engaging the community by answering questions and notifying them of upcoming events.  <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication and feedback as measured on district survey will increase from 72% to 75%.	Formative			
	Dec	Mar	June	
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

# State Compensatory

## Budget for Mt. Peak Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.64

**Brief Description of SCE Services and/or Programs**

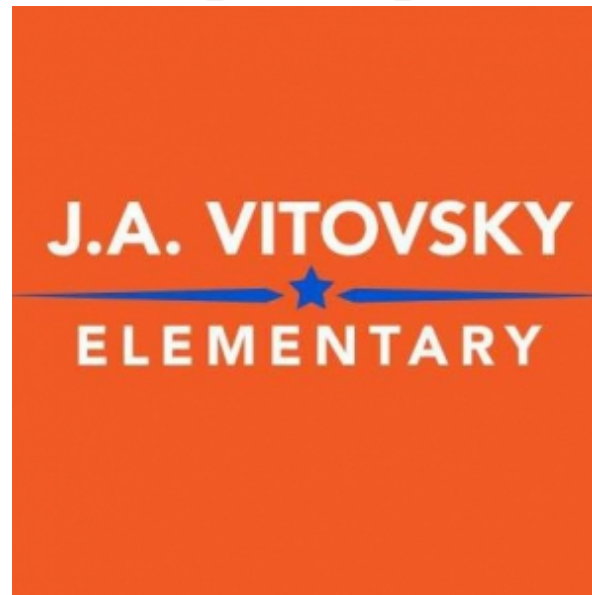
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## Personnel for Mt. Peak Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abu, Caroline	Paraprofessional	0.25
Goldthwaite, Melissa	Counselor	0.07
Malone, Shanna	Social Emotional Learning Specialist	0.07
Thomas, Candace	Teacher	1
Williams, Kimberly	Paraprofessional	0.25

# Addendums

**Midlothian Independent School District**  
**J.A. Vitovsky Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Mission:

Through intentional actions and building meaningful relationships, we will grow influential leaders. We will create learning experiences that meet the needs of the whole child, sparking success for today and unlocking potential for tomorrow.

## **JAV Learner's Creed:**

At JAV: Today, I will believe in myself  
I will try  
I will think  
I will listen  
I will learn  
Today, I will believe in myself  
and I WILL ACHIEVE!

# Vision

Vision:

Our J. A. Vitovsky family inspires excellence and commits to nurture and empower all students in reaching their unlimited potential.



# Value Statement

#thinkBIG

Be Intentional

Inspire Excellence

Grow Leaders

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

J.A Vitovsky is an elementary campus serving 682 students. We have students from Early Childhood to 5th grade, as well as students participating bilingual program and ECSE. Ethnic distribution is 48.74% Hispanic, 6.07% African American, 38.79% White, 0.51% Asian, and 5.73% two or more races. At risk data shows 52.61% at risk, 60.71% economically disadvantaged and 28.32% LEP. JAV is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.

### Demographics Strengths

Ethnic breakdowns are consistent with the previous year and continue to somewhat be equally distributed. There has been increase in enrollment this year compared to last year. At-risk numbers and special populations have increased.

Hispanic, Economically Disadvantaged and LEP students out performed state in 4th grade Spanish reading.

Hipanic, white and special ed students out performed the state in 5th grade reading.

Hipanic and LEP students out performed the state in 3rd grade math.

All subpops outperformed the state in 5th grade math.

Hispanic stidents outperformed the state in 5th grade science

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Lack of equity in student achievement among sub pops. **Root Cause:** Economically Disadvantaged, Hispanic and Special Education students are not performing at the same level of achievement as other student groups.

# Student Learning

## Student Learning Summary

J.A. Vitovsky is committed to creating an engaging learning environment where all students can succeed. As adjustments are made to the rigor of the STAAR test some areas of concern include the number of students meeting the meets and masters level in all grade levels for Reading and Math. We did have an 11 pt. increase in our overall letter grade assigned by TEA. We met all 16 indicators for growth in all sub pops and areas. As expected due to COVID related school loss we saw a decrease in student achievement over this past year, we have targeted the needs areas.

## Student Learning Strengths

2018-2019 JAV's overall Rating is a 76 (C) up from 65 (D)

Domain 1 71 up from 67

Domain 2 77 up from 59

Domain 3 75 up from 61

4th grade Spanish reading scores were above state levels for approaches, meets and masters.

3rd and 4th Grade Math was commensurate with state.

5th grade Math at the approaches level was above the state by 14 points.

5th grade Reading was above state levels at approaches, meets and masters.

5th grade Math and Science at the meets and masters levels were commensurate with state.

5th grade Science at approaches was above the state level.

There was no rating from TEA for the 20-21 school year

	Reading			Math			Writing			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade												
State	68	38	19	61	30	14						
Vitovsky	57	28	13	60	31	10						

	Reading			Math			Writing			Science		
Spanish-State	52	24	15									
Vitovsky-Spanish	42	8	4									
4th Grade												
State	63	36	18	58	35	21	53	26	8			
Vitovsky	47	26	11	57	28	14	36	12	1			
Spanish-State	46	24	12									
Vitovsky-Spanish	83	50	17									
5th Grade												
State	72	45	30	69	43	24				61	30	12
Vitovsky	86	51	30	83	43	22				65	30	6

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are not meeting targeted levels of achievement. **Root Cause:** Inconsistent use of instructional strategies fully implemented and monitored across campus due to pandemic and teaching in multiple modalities.

# School Processes & Programs

## School Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, Wonders curriculum. iPlan Days, C4D (PLC) additional planning time for teachers, iCoach to assist teachers and coach, two Title 1 Interventionist to help remediate and support teachers, Focus Teams that are vertically aligned, systematic coaching plan for select teachers, Targeted Support strategies included in CIP to increase student growth and scores.

Personnel/Organizational/Administrative - use of Humanex, teacher mentors, new teacher orientation, curriculum and technology support, systematic coaching plan for new teachers, expanding to additional teachers as needed through out the year, quarterly team building staff activities.

## School Processes & Programs Strengths

Focused systematic plan in place to improve student growth and scores with personnel to help support the process

Additional scheduled purposeful planning time

Vertically aligned process for teams

Strong leadership team

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** All stakeholders did not have a clear understanding of all processes and programs. **Root Cause:** Insufficient cohesiveness of programs and processes within planning and development.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data



- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade level PLCs. <b>Strategy's Expected Result/Impact:</b> 2 percentage points in Accomplished or Higher in each domain, planning and instruction in TTESS <b>Staff Responsible for Monitoring:</b> Team Leads, iCoach, Principal <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Classroom walkthroughs by Principal, AP and team leaders to monitor strategies discussed in PLCs and Vertical Alignment meetings. <b>Staff Responsible for Monitoring:</b> Principal, AP, iCoach, Counselor <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Kinder, 1st and special ed teachers will participate in Reading Academy to improve student growth in reading measured on universal screeners. <b>Strategy's Expected Result/Impact:</b> 80% growth from BOY to EOY on universal screeners based on the grade level	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will participate in vertical alignment and planning around priority TEKS based off of past data and trends. <b>Strategy's Expected Result/Impact:</b> 80% growth from BOY to EOY on universal screeners based on the grade level <b>Staff Responsible for Monitoring:</b> Vertical Team leaders, Principal, teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data driven instruction protocols with teachers will take place in PLCs to monitor interim assessments. <b>Strategy's Expected Result/Impact:</b> Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021. <b>Staff Responsible for Monitoring:</b> Teachers, iCoach, Principal, AP <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will complete and update regularly student data tracking sheets to monitor student progress <b>Strategy's Expected Result/Impact:</b> Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021. <b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, AI specialist, Principal, AP <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

### HB3 Goal

**Evaluation Data Sources:** BrightByte Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize differentiated Instruction to meet the varying abilities of the students through focusing on small group instruction in all subject areas to personalize instruction to meet the student need. <b>Strategy's Expected Result/Impact:</b> All students' needs will be met as based upon the data with increase in Brightbytes. <b>Staff Responsible for Monitoring:</b> Teachers, Principal, AP <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monthly Brightbyte articles around 4 C's will be put into staff newsletters for team leads to discuss with grade level teams. <b>Strategy's Expected Result/Impact:</b> Increase of 5 scaled score points on Brightbytes in the 4C area <b>Staff Responsible for Monitoring:</b> iCoach, Principal, Team Leads <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Based off walkthrough data, Principal and iCoach will highlight a monthly focus of an unused strategy and provide PD of what it looks like in order to increase use of high yield learning strategies. <b>Strategy's Expected Result/Impact:</b> Reduce AI services by 10 % <b>Staff Responsible for Monitoring:</b> Teachers, iCoach, Principal, AP, AI Specialist, Interventionist <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher will participate in peer walks around the highlighted monthly focus after PD and time to implement to see high yield strategies to take back and apply in their own classrooms. <b>Strategy's Expected Result/Impact:</b> Reduce AI services by 10 % <b>Staff Responsible for Monitoring:</b> Teachers, iCoach, Principal, AP, AI Specialist, Interventionist <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will leveling TEKS through SLO alignment and goal setting for all students. <b>Strategy's Expected Result/Impact:</b> Increase of 2 percentage points in Masters level of STAAR <b>Staff Responsible for Monitoring:</b> Teachers, iCoach, Principal, AI specialist <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Intentional small group inclusion when SPED teacher is the General Ed classroom. <b>Strategy's Expected Result/Impact:</b> Increase of 5 percentage points on STAAR of each content area for SPED students. <b>Staff Responsible for Monitoring:</b> Special Education Teachers, Gen Ed teachers w/ inclusion, Principal, AP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SPED teachers will use Interim Assessments and Education Galaxy data to goal set and track student progress. <b>Strategy's Expected Result/Impact:</b> Increase of 5 percentage points on STAAR of each content area for SPED students. <b>Staff Responsible for Monitoring:</b> Special Education Teachers, Gen Ed teachers w/ inclusion, Principal, AP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			







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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Bilingual teachers will utilize interim assessment and other data sources to determine the best language for students to STAAR test. <b>Strategy's Expected Result/Impact:</b> Increase in each content area on STAAR for Emergent Bilingual students by 10%. <b>Staff Responsible for Monitoring:</b> Bilingual team, Principal, AP, Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Vertical alignment of high yield dual language strategies among grade levels. <b>Strategy's Expected Result/Impact:</b> Increase in each content area on STAAR for Emergent Bilingual students. <b>Staff Responsible for Monitoring:</b> Bilingual team, Principal, AP, Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize the Humanex system to find the highest quality candidates to interview. <b>Strategy's Expected Result/Impact:</b> Hiring the highest quality staff by 100% of candidates being screened and interviewed using the process. <b>Staff Responsible for Monitoring:</b> Principal and AP <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff recognitions ( My ....your impact, #thinking BIG and weekly shout outs in Newsletter ) and incentives (Sonic drinks, snack cart, surprise dress days, lunches etc.) to motivate and retain teachers. <b>Strategy's Expected Result/Impact:</b> 2% increase in employee satisfaction on district survey <b>Staff Responsible for Monitoring:</b> Sunshine committee, Campus Culture Leads, Principal, AP <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> New staff members participate in the MISD Mentoring <b>Strategy's Expected Result/Impact:</b> 2% increase in employee satisfaction on district survey <b>Staff Responsible for Monitoring:</b> Mentor Teacher <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize a distributive leadership model with Team Leaders to lead change on campus. <b>Strategy's Expected Result/Impact:</b> 2% increase on district survey <b>Staff Responsible for Monitoring:</b> Principal <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Build capacity by using Vertical Team leads to plan, deliver and run Vertical Team meetings. <b>Strategy's Expected Result/Impact:</b> 2% increase on district survey <b>Staff Responsible for Monitoring:</b> Principal and Vertical Team Leaders <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.





**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Restorative Practices implemented across campus through Morning Meeting/Community Building circles, and classroom agreements. <b>Strategy's Expected Result/Impact:</b> Panorama SEL lessons facilitated by teachers during Morning Meetings to increase 3 out of the 5 competencies on Panorama survey. <b>Staff Responsible for Monitoring:</b> Counselor, AP, teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Full comprehensive Counseling program implemented through guidance lessons, small groups, REACH program, CIS program and mentoring opportunities and lesson during C4D around the 8 Habits. <b>Strategy's Expected Result/Impact:</b> Increase 3 out of 5 competencies on Panorama survey <b>Staff Responsible for Monitoring:</b> Counselor, Specials teachers, CIS rep <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Campus Safety Team will create the campus crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the district safety and security team to ensure student safety .  <b>Strategy's Expected Result/Impact:</b> All students and staff will be prepared in case of an emergency. 100% Positive Responses to safety and security questions. Overall parent satisfaction as measured by district survey to increase by 5 percentage points.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Safety Security Commander  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All visitors will be scanned through Raptor before being allowed to visit the campus to ensure school safety.  <b>Strategy's Expected Result/Impact:</b> Overall parent satisfaction as measured by district survey to increase by 5 percentage points.  <b>Staff Responsible for Monitoring:</b> Office Staff, AP	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Communication will be sent to parents when campus safety training occurs on the campus with safe, transparent information.  <b>Strategy's Expected Result/Impact:</b> Parents will feel well informed and can continue safety conversations with their students.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Specific PD around the follow programs: Panorama assessment, training, and lessons Anti bullying lessons through guidance as well as anti bullying program by Aim for Success Drug prevention programs through virtual REACH presentations in guidance lessons Safety training program for all 1st, 3rd, 5th graders by SRO's Think First, Stay Safe <b>Strategy's Expected Result/Impact:</b> 100% of participants will receive this training as needed <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, AP, SRO <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SEL Trainings from Counselor and Social Emotional Support Specialist <b>Strategy's Expected Result/Impact:</b> 100% of participants will receive this training as expected	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus team to participate in district level Diversity Council and bring back information to campus. <b>Strategy's Expected Result/Impact:</b> 100% participants will be involved as expected	Formative		
	Dec	Mar	June





 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue



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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct staff and student surveys to assess satisfaction of our current facility and areas of needed improvement and form a committee to make decisions. <b>Strategy's Expected Result/Impact:</b> 100% within or under budget <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals to ensure we are good stewards of funding reduce cross functions. <b>Strategy's Expected Result/Impact:</b> Decrease number of cross-function transfers by 1% <b>Staff Responsible for Monitoring:</b> Principal Secretary <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative		
		Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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





**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain all district finance procedures. <b>Strategy's Expected Result/Impact:</b> 100% following financial procedures	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize iTech specialist to help personalize technology integration into teaching. . <b>Strategy's Expected Result/Impact:</b> 2% gain in teachers satisfaction <b>Staff Responsible for Monitoring:</b> Teachers, iTech specialist, iCoach <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: District Level Performance Objective		Formative		
		Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: District Level Performance Objective		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Shout outs for staff from parents and staff to parents around the cultural tenants to be put in the newsletter and posted on social media. <b>Strategy's Expected Result/Impact:</b> Build a strong culture and recognition of staff and parents. <b>Staff Responsible for Monitoring:</b> Principal, AP <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			







**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The LMS and AP will manage the campus website in order to keep the it up to date and informative for all stakeholders. <b>Strategy's Expected Result/Impact:</b> Well informed parents or community members <b>Staff Responsible for Monitoring:</b> LMS, AP	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principal or teachers will utilize a variety of communication tools with parents (Smore- Parent Weekly Newsletter, School Messenger, website, Class Dojo, Canvas, See Saw, and Social Media sites) to ensure parent satisfaction and effective partnership. <b>Strategy's Expected Result/Impact:</b> Consistent communication with parents to keep them informed of what is happening on campus. <b>Staff Responsible for Monitoring:</b> Teachers, Principal <b>Title I Schoolwide Elements:</b> 3.1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The school will provide engagement parent opportunities through offering a variety of events to encourage parent participation such as: PTO Events/Music Performances, Health Night, Art Show, Math/Science Night, Voices of Vitovsky, Book Fairs, Dances, Movie Nights, Multicultural Nights, etc. <b>Strategy's Expected Result/Impact:</b> Encourage parental involvement and home-school partnership <b>Staff Responsible for Monitoring:</b> Principal, AP, Teachers <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade level PLCs.
1	2	2	Teachers will participate in vertical alignment and planning around priority TEKS based off of past data and trends.
1	3	2	Teachers will complete and update regularly student data tracking sheets to monitor student progress
1	4	1	Teachers will utilize differentiated Instruction to meet the varying abilities of the students through focusing on small group instruction in all subject areas to personalize instruction to meet the student need.
1	5	1	Based off walkthrough data, Principal and iCoach will highlight a monthly focus of an unused strategy and provide PD of what it looks like in order to increase use of high yield learning strategies.
1	5	2	Teacher will participate in peer walks around the highlighted monthly focus after PD and time to implement to see high yield strategies to take back and apply in their own classrooms.
1	6	1	Teachers will leveling TEKS through SLO alignment and goal setting for all students.
1	7	1	Intentional small group inclusion when SPED teacher is the General Ed classroom.
1	7	2	SPED teachers will use Interim Assessments and Education Galaxy data to goal set and track student progress.
1	8	1	Bilingual teachers will utilize interim assessment and other data sources to determine the best language for students to STAAR test.
1	8	2	Vertical alignment of high yield dual language strategies among grade levels.
3	2	1	The Campus Safety Team will create the campus crisis plan that will outline all policies and procedures in case of an emergency. This team will help facilitate campus drills and communicate with members of the district safety and security team to ensure student safety .

# State Compensatory

## Budget for J.A. Vitovsky Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 0.79

**Brief Description of SCE Services and/or Programs**

--

## Personnel for J.A. Vitovsky Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Foster, Jeannie	Teacher	0.25
Goldthwaite, Melissa	Counselor	0.14
Hernandez, Yvette	Paraprofessional	0.25
Malone, Shanna	Social Emotional Learning Specialist	0.15

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mathena, Elizabeth	Bilingual Parent Liaison	Title I	Stipend
Monreal, Marla	Teacher	Bilingual Title I Reading and Math	1
Rodriguez, Cristina	Paraprofessional	Title I Math	1
Turner, Rachel	Teacher	Title I Reading	1
Withrow, Cindy	Paraprofessional	Title I Reading	1
Zavala, Norma	Bilingual Parent Liaison	Title I	Stipend

# Addendums

**Midlothian Independent School District**  
**Frank Seale Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Frank Seale Middle School is committed to meeting the needs of all students by recognizing the physical, social and emotional requirements that are unique to the middle school student while maintaining the highest possible academic standards in an environment that is safe, inviting, and conducive to learning.

## Vision

Frank Seale Middle School.... inspiring excellence today to change the world tomorrow.



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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

#### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





# Goals

Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide student choice in demonstrating evidence of learning in all core content. 1.5 digital activities, materials and assessments 2.6 student ownership <b>Strategy's Expected Result/Impact:</b> 25% of teachers will score in Accomplished or Higher in each domain, planning and instruction. <b>Staff Responsible for Monitoring:</b> Principals and teachers and iCoach	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





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

**Performance Objective 2:** Provide professional development in the implementation of a PK-12 aligned curriculum as measured by the growth of students on universal screeners and STAAR with 80% of students showing growth.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use program data (MAP Testing and Interim Assessment) to design aligned lessons during weekly planning meetings. Teachers will use data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> 80% Growth <b>Staff Responsible for Monitoring:</b> Principals, iCoach, Department Leads, AI Specialist and teacher <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria!

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher will utilize the results of the Interim/district assessments to design targeted strategies to close gaps. <b>Strategy's Expected Result/Impact:</b> 7% Increase in Meets Standard for tested areas <b>Staff Responsible for Monitoring:</b> Principal, Teacher <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>Discontinue</div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> iCoach will provide weekly support through collaboration with teachers on lesson design to include the 4Cs. <b>Strategy's Expected Result/Impact:</b> Increase Brightbyte data by at least 5 scaled points. <b>Staff Responsible for Monitoring:</b> Principals and iCoach <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers have access to all resources to teach all TIERED students and will incorporate the lead4ward high yield strategies in lesson designs. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principals, Teachers, iCoach, AI admin. <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase the number of students in AVID taking 1 or more Honors level course. <b>Strategy's Expected Result/Impact:</b> 2% increase in Honors level course enrollment <b>Staff Responsible for Monitoring:</b> Principals, AVID Coordinator, Counselors	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities during WIN time. <b>Strategy's Expected Result/Impact:</b> Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. <b>Staff Responsible for Monitoring:</b> AI, SPED Teachers, Principals <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Emergent Bilingual Teacher and General Education Teachers will use assessment data to plan targeted intervention for our Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> 10 percentage points in each content area on STAAR. <b>Staff Responsible for Monitoring:</b> ESL Teacher, Teacher, AI <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
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<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





**Evaluation Data Sources:** Yearly TASB Salary Study

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New teachers on campus will participate in the mentorship program and also in the FSMS monthly "new" staff meetings with campus mentor teachers. <b>Strategy's Expected Result/Impact:</b> 2% increase in employee satisfaction <b>Staff Responsible for Monitoring:</b> Principal, Mentors <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June





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**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will lead professional development on campus. <b>Strategy's Expected Result/Impact:</b> 2% increase in employee satisfaction <b>Staff Responsible for Monitoring:</b> 2% increase in employee satisfaction <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The counselors will provide professional development for the staff on SEL and restorative practices. The teachers will in turn hold weekly circle time with their class on Friday's. <b>Strategy's Expected Result/Impact:</b> increase in 3 out of the 5 competencies from the Panorama survey. <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Principals <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

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**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)

District Parent Feedback (Survey)





District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize See It, Hear It, Stop It to allow students to report bullying incidents anonymously.  The campus crisis plan outlines all policies and procedures in case of emergency. The campus will conduct routine safety drills throughout the year.  <b>Strategy's Expected Result/Impact:</b> 5% in positive responses to safety and security survey questions <b>Staff Responsible for Monitoring:</b> Administrators <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement prevention management assemblies through AIM for Success. <b>Strategy's Expected Result/Impact:</b> Prevention Management <b>Staff Responsible for Monitoring:</b> Counselors <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Increase enrollment of AVID program by 2%

**Evaluation Data Sources:** Enrollment in AVID programs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize teachers to identify students that would benefit from enrollment in our AVID program. <b>Strategy's Expected Result/Impact:</b> 2% increase in enrollment <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, principals	Formative		
	Dec	Mar	June
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**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 5:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.





**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize cultures and holidays each month literature, library lessons, information posted on the website and announcements shared. <b>Strategy's Expected Result/Impact:</b> Greater awareness and recognition of our student's diverse backgrounds <b>Staff Responsible for Monitoring:</b> Principals, LMS, Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
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**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet annually with site based committee to consider future campus and furniture needs. <b>Strategy's Expected Result/Impact:</b> Remain up to date and prepared for future needs <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Dec	Mar	June

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals <b>Strategy's Expected Result/Impact:</b> Zero cross function needs <b>Staff Responsible for Monitoring:</b> Principal	Formative		
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**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.





**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believe the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Apprenticeship, PLC, GL Instructional Meetings, Lead4Ward Trainings <b>Strategy's Expected Result/Impact:</b> increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning. <b>Staff Responsible for Monitoring:</b> Principals, Lead Teachers, iCoach <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
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**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.





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

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

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

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Cub News promotes where to go to find news, and highlight cultural tenants on announcements. <b>Strategy's Expected Result/Impact:</b> Highlight our cultural tenants and best practices <b>Staff Responsible for Monitoring:</b> Administrators, LMS, Cub News Teacher, <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Cubs STAR Students <b>Strategy's Expected Result/Impact:</b> Highlight our Cultural Tenants through positive student behavior. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers	Formative		
	Dec	Mar	June
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**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain up-to-date campus website, Facebook, Twitter and Insta-Gram accounts. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. <b>Staff Responsible for Monitoring:</b> LMS, Administrators <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
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**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> At the end of each week, the campus newsletter, Cub News, will be emailed to our families and students. Our community will be able to view the Cub News through Twitter, Insta-Gram and Facebook. The Cub News will highlight FSMS and district happenings.	Formative		
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# State Compensatory

## Budget for Frank Seale Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.07

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Frank Seale Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adaway, Justin	Teacher	0.17
Hoff, Eric	LPC	0.4
Jones, Debora	Paraprofessional	1
Kinikin, Brandi	Paraprofessional	1
Robertson, Lindsay	Teacher	0.25
Smith, Susan	Paraprofessional	0.25

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cervantes, Christina	Teacher	Title I Reading and Math Rti	.83
Kinikin, Brandi	Paraprofessional	Title I Intervention	1

# Addendums

**Midlothian Independent School District**  
**Dieterich Middle School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement



## Vision

To empower all to own their learning, shape their dreams, and create a better world!

## Core Beliefs

Midlothian ISD Cultural Tenets

1. **We are Family**
2. **Unlimited Potential**
3. **Celebrate Diversity**
4. **Honor Relationships**

**5. Excellence through Purpose**

**6. Midlothian Strong**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dieterich Middle School serves approximately 818 students in grades 6-8 in a fast-growing North Texas community. We are engaged with our students, parents, staff, community, and school district through multiple avenues.

The demographics of Dieterich Middle School are:

American Indian or Alaskan Native: 4.9%

Asian: 2.6%

Black or African American: 15.6%

White: 85.1%

Hispanic/Latino: 5%

Female: 47.7%

Male: 52.3 %

19.36% of students are Economically Disadvantaged. 13.6% of students receive Special Education services. 1.2% of students are English Language Learners

### Demographics Strengths

Science STAAR- Approaches Grade Level

All Students- 86%

White- 93%

Hispanic- 74%

African American- 71%

### Problem Statements Identifying Demographics Needs



**Problem Statement 1:** African American scores are below those of other subgroups in math, reading, science, and social studies **Root Cause:** Limit change and growth in Tier 1 instructional strategies

**Problem Statement 2:** White students did not close the achievement gap in ELAR and Math **Root Cause:** Instructional practices not reinforcing solid Tier 1 instruction

# Priority Problem Statements





# Goals

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide student choice in demonstrating evidence of learning in all core content.  1.5 (Accomplished) digital activities, materials, and assessments 2.6 (Accomplished) student ownership  <b>Strategy's Expected Result/Impact:</b> 25% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M*Powered Dimension 1.5 (2021-28%) 25% of teachers will score accomplished or higher on their T-TESS summative evaluation in the area of M+Powered Dimension 2.6 (2021-33%)  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative		
	Dec	Mar	June

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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use program data (MAP Assessment, Interim Assessment) to design aligned lessons during weekly planning meetings.  Teachers will use data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> 80% of students will show growth in math and reading <b>Staff Responsible for Monitoring:</b> Administrators, iCoach, AI Specialist, and teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	June

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize the data from the interim/district assessments to design targeted strategies to close gaps. <b>Strategy's Expected Result/Impact:</b> 7% increase in MEET standard for all tested areas <b>Staff Responsible for Monitoring:</b> Administrators and Teachers <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> iCoach will provide weekly support through collaboration with teachers on lesson design to include the 4Cs. <b>Strategy's Expected Result/Impact:</b> Increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year. <b>Staff Responsible for Monitoring:</b> Administrators and iCoach <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**  
**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will have access to resources to teach students in accelerated instructions and will use Lead4ward high yield strategies <b>Strategy's Expected Result/Impact:</b> A decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principal, iCoach, AI Specialist and Teachers <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>			

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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will encourage students enrolled in regular classes to enroll in at least one honors class at course selection time. Counselors will inform students and parents of current honors classes and 8th-grade Algebra requirements at course selection time. <b>Strategy's Expected Result/Impact:</b> 2% increase in honor course enrollment <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and Teachers	Formative		
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> Increase special education students' score by 5% <b>Staff Responsible for Monitoring:</b> Principals, Teachers, AI, and Sped Teachers <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The ESL and General Ed Teachers will use assessment data to plan targeted intervention for our EB students. <b>Strategy's Expected Result/Impact:</b> Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR. <b>Staff Responsible for Monitoring:</b> Administrators, ESL teachers, AI Specialist <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
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**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.





**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New staff on campus will participate in the MISD Mentorship Program. All staff will be included in campus-wide culture and climate-building activities. <b>Strategy's Expected Result/Impact:</b> Retain quality staff as measured by the district survey with a 2% increase in employee satisfaction. <b>Staff Responsible for Monitoring:</b> Administrators and Campus Mentors <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will lead professional development and PLC's. <b>Strategy's Expected Result/Impact:</b> 2% increase in satisfaction of all participants in leadership opportunities. <b>Staff Responsible for Monitoring:</b> Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.





**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate with Bobcat Bonus families where social and emotional learning components will be used as the core structure. Counselors plan the weekly activities for execution. <b>Strategy's Expected Result/Impact:</b> Increase in 3 out of the 5 competencies from the Panorama survey. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Resources will be provided to support the social and emotional development of students such as PALS, Next Step counseling, and District LPC support <b>Strategy's Expected Result/Impact:</b> Increase in 3 out of the 5 competencies from the Panorama survey. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus crisis plan outlines all policies and procedures in case of an emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. <b>Strategy's Expected Result/Impact:</b> Increase of 5% in positive responses to safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Administrators, SRO, Campus Safety Team	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raptor will be utilized for all visitors on campus <b>Strategy's Expected Result/Impact:</b> Increase of 5% in positive responses to safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Administrators, Receptionist, SRO	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use Aim for Success to provide best practices for prevention and management as outlined in state guidelines. <b>Strategy's Expected Result/Impact:</b> Prevention Management <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			



**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Increase enrollment of AVID program by 2%

**Evaluation Data Sources:** Enrollment in AVID programs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Train teachers to identify students that would benefit from enrollment in the AVID program and provide information to the counselors. AVID teachers will begin recruiting in the fall. <b>Strategy's Expected Result/Impact:</b> Increase enrollment of AVID program by 2% <b>Staff Responsible for Monitoring:</b> Administrators, AVID Teacher, Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 5:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize cultures and holidays each month through literature, library lessons, information posted on the website and announcements shared. <b>Strategy's Expected Result/Impact:</b> Greater awareness, recognition, and celebration of our student's diverse background <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers, MS <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet annually with a site-based committee to determine potential future furniture and campus needs. <b>Strategy's Expected Result/Impact:</b> Remain up to date and prepared for future needs <b>Staff Responsible for Monitoring:</b> Administrator	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals. <b>Strategy's Expected Result/Impact:</b> Number of Cross-function transfers Maintain 0 <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Apprentiship, ESL Prep Course, Lead4ward PD, and PLC Meetings <b>Strategy's Expected Result/Impact:</b> Increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning. <b>Staff Responsible for Monitoring:</b> Administrators, iCoach, Teachers <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Formative		
		Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

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



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Bobcat News promotes where to go to find news, and highlight cultural tenants on announcements. <b>Strategy's Expected Result/Impact:</b> Highlight our cultural tenants and best practices <b>Staff Responsible for Monitoring:</b> Administrators, LMS, Bobcat News Teacher, <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Bobcat Brags, House Points competitions, Bobcat families are shared based on cultural tenants! <b>Strategy's Expected Result/Impact:</b> Highlight our cultural tenants and best practices <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Design Team Leads <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain up-to-date campus website <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. <b>Staff Responsible for Monitoring:</b> LMS, Administrators <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> At the end of each week, the campus newsletter, Bobcat Bulletin, will be emailed to our families and students. Our community will be able to view the Bobcat Bulletin through Twitter and Facebook. The Bobcat Bulletin will highlight DMS and district happenings. <b>Strategy's Expected Result/Impact:</b> Remain in the 90th percentile for the Youth Truth Survey. <b>Staff Responsible for Monitoring:</b> Principal <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# State Compensatory

## Budget for Dieterich Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Dieterich Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Corbin, Christi	Teacher	0.17
Davis, Courtney	Counselor	0.4
Murfield, Marcie	Teacher	0.17
Phillips, Sarah	Paraprofessional	0.17
Speltz, Stephanie	Teacher	0.17
Vossler, Kerry	Paraprofessional	0.17
York, Amber	Teacher	0.25

# Addendums

**Midlothian Independent School District**  
**Walnut Grove Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Walnut Grove Middle School exists to meet the educational, social, and emotional needs of all students in an environment that is safe, orderly, student-friendly, respectful and engaging.

## Vision

It is the vision of Walnut Grove Middle School to make every student successful. We desire for our students to love our school and to be a positive part of what goes on at WGMS.

## Value Statement

The Cultural Tenets of MISD are:

Family

Celebrate the Power of Diversity

Unlimited Potential

Honor Relationships

Excellence Through Purpose

Midlothian Strong



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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





- Study of best practices

# Goals

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide student choice in demonstrating evidence of learning in all core content. 1.5 (digital activities, materials and assessments) and 2.6 student ownership <b>Strategy's Expected Result/Impact:</b> 25% of teachers will score in Accomplished or Higher in each domain, planning and instruction. <b>Staff Responsible for Monitoring:</b> Principals and teachers and iCoach	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will plan collaboratively and use MAP and Interim Testing to design aligned lessons during weekly planning meetings. Teachers will use this data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> 80% of students will show growth in Math and Reading. <b>Staff Responsible for Monitoring:</b> Principals, Teachers, iCoach, AI Specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize the results from the interim district assessments to design targeted strategies to close gaps. <b>Strategy's Expected Result/Impact:</b> Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021. <b>Staff Responsible for Monitoring:</b> Principals, Teachers <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> iCoach will provide weekly support through collaboration with teachers on lesson design to include the 4Cs. <b>Strategy's Expected Result/Impact:</b> Increase Brightbyte data by at least 5 scaled points. <b>Staff Responsible for Monitoring:</b> Principals and iCoach <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers have access to resources to teach students in Accelerated Instruction and will incorporate Lead4Ward high yield strategies into lesson plans. <b>Strategy's Expected Result/Impact:</b> Decrease of students requiring tiered or AI services by 10%. <b>Staff Responsible for Monitoring:</b> Principals, iCoach and AI Specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will encourage 5% of their students in regular classes to enroll in at least honor class for the upcoming school year. Counselors will inform students and parents of current honor classes and 8th Grade Algebra requirements at course selection time. <b>Strategy's Expected Result/Impact:</b> Increase of 2 percentage points in honor class enrollment <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Counselors	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring <b>Strategy's Expected Result/Impact:</b> Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. <b>Staff Responsible for Monitoring:</b> Principals, Teachers, SpEd Teachers, AIS <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will provide Accelerated Instruction for qualifying Emergent Bilingual students and will use assessment data to plan targeted intervention.  <b>Strategy's Expected Result/Impact:</b> Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR. <b>Staff Responsible for Monitoring:</b> ESL Teacher, Teachers, Principals, AIS <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study





Strategy 1 Details		Formative Reviews		
Strategy 1: District Level Performance Objective		Formative		
		Dec	Mar	June
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**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New staff on campus will participate in the MISD mentorship program. All staff will be included campus wide celebrations, culture and climate building activities, and PTV lunches. <b>Strategy's Expected Result/Impact:</b> retain quality staff as measured by the district survey with a 2% increase in employee satisfaction. <b>Staff Responsible for Monitoring:</b> Principals, Campus Mentors, Buddy Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June





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**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff and Lead Teachers that receive outside Professional Development will lead campus Professional Development during PLC and on PD days <b>Strategy's Expected Result/Impact:</b> 2% increase in satisfaction of all participants in leadership opportunities. <b>Staff Responsible for Monitoring:</b> Principals and Lead Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselors will provide Mindful Mondays and Circle times weekly for staff to use during class time. <b>Strategy's Expected Result/Impact:</b> increase in 3 out of the 5 competencies from the Panorama survey <b>Staff Responsible for Monitoring:</b> Principals, Counselors, Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Several resources will be provided to support SEL with students such as PALs, Next Step counseling, and the district LPC. <b>Strategy's Expected Result/Impact:</b> increase in 3 out of the 5 competencies from the Panorama survey <b>Staff Responsible for Monitoring:</b> Counselors, Principal <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)

District Parent Feedback (Survey)





District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus crisis plan outlines all policies and procedures in case of emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. <b>Strategy's Expected Result/Impact:</b> increase of 5% in positive responses to safety and security survey questions <b>Staff Responsible for Monitoring:</b> Principals, SRO, Campus Safety Team	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raptor and Access Control will be utilized for all visitors to campus. <b>Strategy's Expected Result/Impact:</b> increase of 5% in positive responses to safety and security survey questions <b>Staff Responsible for Monitoring:</b> Principals, SRO, Campus Safety Team	Formative		
	Dec	Mar	June
<div>  No Progress                              Accomplished                              Continue/Modify                              Discontinue                         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Aim for Success for prevention and management that are outlined in state guidelines. <b>Strategy's Expected Result/Impact:</b> Prevention and management <b>Staff Responsible for Monitoring:</b> Principals, counselors <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recognize cultures and holidays each month through literature, library lessons, information posted on the website and announcements shared. <b>Strategy's Expected Result/Impact:</b> Greater awareness, recognition, and celebration of our students' diverse backgrounds <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet annually with site based committee to consider future campus and furniture needs. <b>Strategy's Expected Result/Impact:</b> Remain up to date and prepared for future needs <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop budget and align financial expenditures to campus goals <b>Strategy's Expected Result/Impact:</b> zero cross function <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			







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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Apprenticeship, PLC, GL Instructional Meetings, Lead4Ward Trainings <b>Strategy's Expected Result/Impact:</b> increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning. <b>Staff Responsible for Monitoring:</b> Principals, Lead Teachers, iCoach <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
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  Discontinue

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: District Level Performance Objective		Formative		
		Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Media Team Cat News promotes where to go to find news, and highlight cultural tenants on announcements. <b>Strategy's Expected Result/Impact:</b> Highlight our cultural tenants and best practices. <b>Staff Responsible for Monitoring:</b> Media Specialist, Principals <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Cat Grams, Staff Grams, and Staff and Student Shout-Outs in Wildcat Tales. <b>Strategy's Expected Result/Impact:</b> Highlight our cultural tenants and best practices. <b>Staff Responsible for Monitoring:</b> Media Specialist, Principals <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain up-to-date campus website. <b>Strategy's Expected Result/Impact:</b> Positive feedback on consistent communication as measured on district survey will increase. <b>Staff Responsible for Monitoring:</b> LMS, Principals <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> At the end of each week, the campus newsletter Wildcat Tales will be emailed to our families and students. Our community will be able to view Wildcat Tales through Twitter and Facebook. Wildcat Tales will highlight WGMS and district happenings. <b>Strategy's Expected Result/Impact:</b> Remain in the 90th percentile for the Youth Truth Survey. <b>Staff Responsible for Monitoring:</b> Principal <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# State Compensatory

## Budget for Walnut Grove Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2.9**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Walnut Grove Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Corbin, Christi	Teacher	0.17
Davis, Courtney	Counselor	0.4
Fuller, Amanda	Paraprofessional	1
Pettijohn, Christi	Teacher	0.83
Rawlinson, Kimberly	Teacher	0.25
Thompson, Carrie	Paraprofessional	0.25



# Addendums

**Midlothian Independent School District**  
**Midlothian High School**  
**2021-2022 Goals/Performance Objectives/Strategies**



# Mission Statement

Creating A Better Future...One Student At A Time

## Vision

Everyone at MHS is:

Passionate about making a difference in the lives of students;

Committed to avoid negative talk, negative attitudes, and negative people;

Treated with dignity and respect

## Core Beliefs

GO 2: Good is the enemy of Great. Midlothian High School strives to be Great. GO 2: Requires the entire MHS STAFF doing more than is required at every level of the organization. Our core business at MHS is to "Engage Every Student, Everyday".

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# Goals

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize PLC time to collaborate with peers and implement/strengthen standards-based planning and instruction to ensure that the full depth and complexity of the TEK is taught. <b>Strategy's Expected Result/Impact:</b> Rigorous, TEKS-aligned lessons <b>Staff Responsible for Monitoring:</b> Campus admin, iCoaches <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize PLC time to intentionally develop lessons that utilize best practices such as small group instruction, student choice, and workshop model to create individualized learning opportunities for all students. <b>Strategy's Expected Result/Impact:</b> Increased rigor in the classroom. <b>Staff Responsible for Monitoring:</b> Campus admin, iCoaches <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Deliver professional development in Math and Reading regarding standards-based instruction and the use of data to differentiate to meet individual student needs. <b>Strategy's Expected Result/Impact:</b> Increased student performance in classroom assessments, MAP, and STAAR. <b>Staff Responsible for Monitoring:</b> Campus admin <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development to all staff regarding the meaning and use of MAP and STAAR Interim Assessment data to individualize instruction for students. <b>Strategy's Expected Result/Impact:</b> 70% of all students will meet or exceed growth measure for MOY MAP. <b>Staff Responsible for Monitoring:</b> Campus admin and iCoaches <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize data from interim/district assessments to hold student data conferences to discuss progress, areas of needs, and plans for growth. <b>Strategy's Expected Result/Impact:</b> 70% of students will meet growth measure on EOY MAP or STAAR assessments. <b>Staff Responsible for Monitoring:</b> Campus admin, iCoaches <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> iCoaches will provide regular, ongoing support for teachers during PLC time to incorporate the 4 Cs into regular lesson plans. <b>Strategy's Expected Result/Impact:</b> Increased Brightbyte data by at least 5 scaled points. <b>Staff Responsible for Monitoring:</b> Campus admin, iCoaches <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			







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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Tier 1 Instruction Focus: Utilize PLC time to develop lessons that are rigorous, TEKS-aligned, and individualized to meet student needs and increase student achievement after initial instruction. <b>Strategy's Expected Result/Impact:</b> Decrease AI population by 10% for SY2022-2023 <b>Staff Responsible for Monitoring:</b> Campus admin, iCoaches <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

**HB3 Goal**

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Improve student advising strategies by implementing an individual student data sheet that will be used during student advising meetings to more appropriately advise students based on a larger sampling of individual data. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced academics by at least 2 percentage points. <b>Staff Responsible for Monitoring:</b> Campus admin, Counselors <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Complete data digs with teachers of advanced academics courses to identify students performing below their potential and develop plans to increase students mastering the content. <b>Strategy's Expected Result/Impact:</b> Increased AP scores, EOC scores, TSI scores, and participation in advanced academics courses. <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize AP Potential Report to advise students for targeted AP/Pre-AP coursework. <b>Strategy's Expected Result/Impact:</b> Increased participation in advanced academics. <b>Staff Responsible for Monitoring:</b> Counselors, campus admin <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will use assessment data to develop individualized instruction for students served by special education. <b>Strategy's Expected Result/Impact:</b> Increase SPED scores by 5 percentage points on STAAR for each subject area. <b>Staff Responsible for Monitoring:</b> campus admin, SPED staff <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize AI instructional time during advisory to deliver targeted interventions for students. <b>Strategy's Expected Result/Impact:</b> Increase SPED students performance by 5 percentage points on STAAR. <b>Staff Responsible for Monitoring:</b> Campus admin <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Improved TELPAS procedures to develop a culture of shared responsibility and accountability for the learning outcomes of emergent bilingual students. <b>Strategy's Expected Result/Impact:</b> Improved TELPAS ratings <b>Staff Responsible for Monitoring:</b> Campus admin <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Additional Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All staff will participate in El Saber training to better meet the needs of emergent bilingual students. <b>Strategy's Expected Result/Impact:</b> Increased performance for emergent bilingual students in classroom performance, campus assessments, and state assessments. <b>Staff Responsible for Monitoring:</b> campus admin <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Additional Targeted Support Strategy</b>	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





**Evaluation Data Sources:** Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend at least 2 DFW area job fairs to attract the newest talent to MHS. <b>Strategy's Expected Result/Impact:</b> Increased number of applicants to interview for vacancies to select the highest quality candidates. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Participate in professional networking opportunities within Region X and XI to stay connected to regional leaders responsible for developing new teachers, recruitment, and developing retention programs. <b>Strategy's Expected Result/Impact:</b> Increased network to fill vacancies with quality candidates. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New staff on campus will participate in the MISD Mentorship Program. All staff will be included in campus-wide culture and climate-building activities. <b>Strategy's Expected Result/Impact:</b> Increased retention of quality staff and increase by 2% on staff satisfaction survey. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement distributed leadership principles with staff members to develop new leadership pipelines on campus and allow staff to create innovative solutions to needs regarding supporting staff. <b>Strategy's Expected Result/Impact:</b> 2% increase in staff satisfaction survey. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Begin to implement Capturing Kids' Hearts relationship building PD to targeted campus leaders and teacher leaders. <b>Strategy's Expected Result/Impact:</b> Increased interest in CKH program, improved relationships as evidenced by Panorama survey. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Targeted counseling lessons distributed to students during Advisory to meet a variety of needs, as evidenced by the Counseling Needs Assessment survey. <b>Strategy's Expected Result/Impact:</b> Increased student participation in guidance activities in targeted areas of need. <b>Staff Responsible for Monitoring:</b> Campus admin, counseling team	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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





**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus crisis plan outlines all policies and procedures in case of an emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. <b>Strategy's Expected Result/Impact:</b> Increase by 5% in positive responses to safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of Raptor to screen all campus visitors. <b>Strategy's Expected Result/Impact:</b> Increase by 5% in positive responses to safety and security survey questions. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use Aim for Success to provide best practices for prevention and management as outlined in state guidelines. <b>Strategy's Expected Result/Impact:</b> Decreased need for PEP services <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Increase enrollment of AVID program by 2%

**Evaluation Data Sources:** Enrollment in AVID programs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Targeted recruiting of students who meet the AVID profile to capture participation and provide support early in a student's high school career. <b>Strategy's Expected Result/Impact:</b> Increase enrollment of AVID by 2%. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> AVID recruitment efforts at middle school campuses for early identification of students. <b>Strategy's Expected Result/Impact:</b> Increased AVID enrollment by 2%. <b>Staff Responsible for Monitoring:</b> Campus admin, campus AVID coordinator	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.





**Performance Objective 5:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Inclusion of staff and students on the diversity council to represent a variety of viewpoints on the council. <b>Strategy's Expected Result/Impact:</b> Greater awareness, recognition, and celebration of our students' diverse backgrounds.	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize collaborative practices to develop a campus budget that meets the needs of all departments to the degree feasible. <b>Strategy's Expected Result/Impact:</b> Staying within the budget.	Formative		
	Dec	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

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





**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a collaborative budgeting process to plan for needs, wants, and purchases to reduce cross-function transfers on campus. <b>Strategy's Expected Result/Impact:</b> Reduced need for cross function transfers or use of activity funds if funds were not budgeted in the proper function. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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





**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide PD for all staff that spends, collects, manages, or raises funds to ensure compliance with policies and procedures. <b>Strategy's Expected Result/Impact:</b> Increased financial integrity and trust within the community. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Apprenticeship, ESL Prep Course, Lead4ward PD, and PLC Meetings <b>Strategy's Expected Result/Impact:</b> Increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning. <b>Staff Responsible for Monitoring:</b> Campus admin, iCoaches	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Allocation of budget funds to allow for teacher-selected PD opportunities throughout the school year to meet the needs, goals, and growth desires of campus staff. <b>Strategy's Expected Result/Impact:</b> Willingness of staff to try new instructional practices and share professional learning on campus. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



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





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

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Utilization of TechHub to serve student and staff technology needs. <b>Strategy's Expected Result/Impact:</b> Resolution of technology issues within 24 hours.		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in feedback opportunities with MISD Technology, as available, to provide input regarding staff and student preferences, needs, and hopes for the future. <b>Strategy's Expected Result/Impact:</b> Inform district budget and future planning regarding technology acquisitions. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Public sharing of best practices in staff newsletters, campus emails, PLC meeting shoutouts, walkthrough feedback forms, and other individualized methods of communication. <b>Strategy's Expected Result/Impact:</b> Promotion of cultural tenants and improved employee morale.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement student voice opportunities on campus including Principal's Advisory Committee, student voice meetings based on special interest topic areas, sending surveys, and conferencing with student leaders of school organizations. <b>Strategy's Expected Result/Impact:</b> Increased student voice and ownership in MHS decisions and culture. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Host ongoing meetings- staff meetings, department leader meetings, admin team, CEIC, and PLC- to seek input regarding the campus needs. <b>Strategy's Expected Result/Impact:</b> Increased staff participation in campus decisions. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each administrator will complete 10 walkthroughs per week to gather information about classroom activities, PD needs, and trends. <b>Strategy's Expected Result/Impact:</b> Increased understanding of campus needs. <b>Staff Responsible for Monitoring:</b> Campus admin	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Improved use of digital media (website social media) to share the stories of MHS achievement and MISD Proud moments. <b>Strategy's Expected Result/Impact:</b> Improved perception of MHS and increased understanding of positive occurrences at MHS. <b>Staff Responsible for Monitoring:</b> Campus principal.	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Distribution of a weekly newsletter to the community regarding campus information, upcoming events, and MISD Proud moments to celebrate. <b>Strategy's Expected Result/Impact:</b> Increased community awareness of MHS current events and improved perception of MHS. <b>Staff Responsible for Monitoring:</b> Campus principal.	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Midlothian Independent School District**

**Heritage High School**

**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Summary:						
Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9th Grade	261		252	285	325	299
10th Grade	216		249	262	271	320
11th Grade	222		267	249	251	289
12th Grade	131		198	250	248	256
American Indian	2		1	3	4	22
Asian	18		21	21	17	16
African American	45		62	71	95	118
Native Hawaiian				1	1	2
White	615		688	742	731	944
Hispanic	132		159	167	197	221
Two + Races	18		34	36	50	62
Eco Dis	9.6% (80)	9.50%	10.40%			13.7%
ELL	2		7			
SpEd	58		70			108
Total	830		966	1046	1095	1164

### Demographics Strengths

Heritage High School Mission Statement was revised in August of 2021 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

**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.**

# Student Learning

## Student Learning Summary

AP Exam Information	2017	2018	2019	2020	2021
Number of AP Students	385	303	306	333	315
Number of AP Tests Taken	359	500	557	477	483
Percent of AP Students Taking AP Exams	95%	98%	90%	81%	83%
Percent of AP Exams Scoring 3+	34% (123/359)	35% (175/500)	46%	57%	47%
Number of AP Scholars	16	24	29	41	33
Number of AP Scholars with Honors	1	4	5	5	8
Number of AP Scholars with Distinction	4	8	10	14	15
Number of National AP Scholars	0	2	1	1	0

Spring 2019 Data	Approaches	Meets	Masters
Biology	97	77	35
Algebra	84	51	24
US History	95	82	44
English I	80	60	20
English II	87	69	11
Spring 2020: No Testing due to Covid			
Spring 2021 Data	Approaches	Meets	Masters
Biology	91	67	25
Algebra	82	51	21
US History	96	82	60
English I	81	67	17
English II	89	79	21

# Texas Education Agency

## 2019 Accountability Ratings Overall Summary

# MIDLOTHIAN HERITAGE H S (070908003) - MIDLO

## Accountability Rating Summary

	Component Score	Scaled Score
<b>Overall</b>		<b>90</b>
<b>Student Achievement</b>		<b>92</b>
STAAR Performance	61	90
College, Career and Military Readiness	74	94
Graduation Rate	96	90
<b>School Progress</b>		<b>78</b>
Academic Growth	68	78

Academic Growth	68	73
Relative Performance (Eco Dis: 10.4%)	68	73
<b>Closing the Gaps</b>	<b>86</b>	<b>86</b>

---

**Texas Education Agency**  
**2021 Accountability Ratings Overall Summary**  
**MIDLOTHIAN HERITAGE H S (070908003) - MIDLOTHIAN**  
**\* Confidential \***

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	61
College, Career and Military Readiness	73
Graduation Rate	98
<b>School Progress Raw Component Score</b>	

Academic Growth	N/A
Relative Performance (Eco Dis: 12.8%)	67
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	76%
Growth Status	N/A
Graduation Status	75%
English Language Proficiency Status	N/A
Student Success Status	100%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	98%

## Distinction Designations

Distinction designations were not awarded in 2021.

\*\* AP Scholars increase every year except 2021

2017 = 21 Scholars

2018 = 38 Scholars

2019 = 45 Scholars

2020 = 60 Scholars

2021 = 56 Scholars

\*\* English I and II showed improvement in Approaches, Meets and Masters, even during the Covid pandemic:

STAAR TEST	Approaches	Meets	Masters
English I	80 to 81	60 to 67	20 to 17 (slight decrease)
English II	87 to 89	69 to 79	11 to 21

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** EOC Algebra should have higher scores for the Meets category in African American, EcoDis and SpEd Subpops **Root Cause:** Lack of targeted intervention and repetition of problem solving

**Problem Statement 2:** Heritage should have more students receiving a point for CCMR **Root Cause:** Lack of whole group targeting for kids in cohorts.

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment and Retention:

One of the most important jobs of the school principal is to obtain, retain and grow quality staff members. The principal works many hours meeting with current staff members to build and maintain relationships and to listen to the needs of the current staff members and to also be sure that they are on board with the current vision, mission and goals of the campus. Jobs are posted as early as possible and a great deal of effort is put forth to find the very best person for each position. A strong partnership exists between the principal, athletic coordinator, athletic director, assistant principals and lead teachers --- all working having a voice in determining the adoption of new staff members.

New Teacher Mentoring Program --- this program is in place to give new teachers extra support. Two teachers from Heritage serve as mentor teachers and put in extra time observing new teachers to provide non-threatening feedback and also to cover their classes to provide opportunities for the new teachers to observe other teachers. Time is given in the master schedule when possible for the mentor teachers to have time to work with the new teachers.

There are several iPlan days throughout the year for teachers in the same curriculum area to work on lesson design and vertical and horizontal alignment with the new TRS curriculum and 1:1.

There are also weekly PLC meetings for each department in the core areas and once a month for other departments.

### Curriculum, Instruction & Assessment:

Strong leadership is essential in the areas of Curriculum, Instruction and Assessment in order for a school to be exceptional educational institutions. Administrators and Lead Teachers have spent a great deal of time dissecting the TEKS and EOC Data through Lead4Ward Webinars and Strategies and by analyzing AWARE data. Curriculum groups in each EOC tested area committed to spend a day analyzing data to determine TEKS to focus on and develop engaging, innovative lessons in those areas.

There is a strong focus on developing engaging lessons that integrate technology and prompt critical thinking and problem solving. Students are challenged to communicate, collaborate and to be creative. Teachers are encouraged to create classrooms that are student-centered and less lecture-based. The iCoaches are very helpful in assisting teachers and students with instructional technology integration.

In addition, there is a focus on creating many opportunities for PEER INSTRUCTION through QUALITY QUESTIONING in the classroom to improve engagement and retention of information. And, we are continuing to look for ways to diversify our methods of assessment and personalize learning.

There is also a focus on relationships with students ---- because students must know that you love them and must trust you in order to volunteer to learn what it is that you are asking them to do as a teacher. "They don't care how much you know until they know how much you care" is a guiding force in our classrooms.

### Technology Integration:

The use of technology not only increases student engagement but also develops appropriate digital citizenship skills which enable students to productively participate in the changing landscape of the future.

## School Processes & Programs Strengths

### School Safety:

Full time SRO on campus each day who is a strong partner with the administrative team.

Two full time parking lot security person.

Controlled access of parking lots during school hours.

Access control of building --- all exterior doors locked at all times except for limited access during passing periods for students coming to and from Ag and Athletics.

Visitors must buzz in and be seen on video camera before gaining access by the receptionist.

Emergency lock-down button located at reception desk and principal office.

MentorsCare for at risk students giving one-on-one relationship interventions for over 50 students with Midlothian community adults.

### Staff Quality, Recruitment & Retainment:

As principal, I feel strongly that one of my most important jobs is to make sure that teachers have everything that they need to be the very best that they can be in the classroom. Administrators must provide the servant leadership needed, give support when needed with finances, resources and a listening ear. I strive to be sure that my teachers LOVE coming to work every day and LOVE what they do and the opportunity they have each day to make a difference in the lives of young people. Teachers do not always get what they want ... but happy teachers are better teachers so we work hard to be sure teachers feel supported and enjoy their work.

Administrators effectively use TTESS to have productive and meaningful conversations with teachers in regards to areas of reinforcement and refinement under a growth mindset.

### Curriculum, Instruction & Assessment:

Students are given opportunities to analyze their own learning and growth in certain curriculum areas. Students analyze their assessments and monitor their growth in various areas, especially ones that are Readiness Standards that will be tested on the EOC tests.

We removed the barriers for students to take PreAP and AP classes to encourage more participation in higher level classes. The summer assignments were removed. This encouraged more students to take AP and PreAP classes.

We plan to administer the PSAT, PreACT, and ASVAB to all students on October 19th. Each student will take one of these tests, depending on their grade level. Focusing on the importance of these assessments will hopefully translate to higher ACT and SAT scores for our students, and will provide opportunities for students to be recognized on their PSAT.

Our expectation is for all students in AP classes to take the corresponding AP exam. By focusing on this expectation, we hope that students will continue to exceed their expectations on the AP exams.

Content areas have weekly PLC meetings to collaborate and design lessons.

Technology Lead Learners and Instructional Lead Learners assist in PLCs and in leading the 1:1 and TRS district initiatives.



### Technology Integration:

The M\*Powered initiative provides each Heritage student with a MacBook Air laptop for use at school and home.

Every Heritage teacher has been issued a MacBook Pro laptop and an iPad.

There is excellent internet connectivity and bandwidth at HHS.

Our learning management system, Canvas, provides a way for students and teachers to communicate and collaborate while maintaining a relatively paperless learning environment.

Premium digital resources such as TexQuest databases and Overdrive digital and audio books are available on all student and teacher devices.

Applications for teacher and student devices are deployed and maintained through the Filewave Kiosk.

Collaboration stations are available in the library for checkout by teachers for classes and small groups of students during TASSEL and free periods. Students can plug in phones, tablets, or laptops to display on large TV screens to collaborate and create using technology.

The Tech Hub by the library is available for students who need technical assistance. The Hub is staffed by a full-time technology aide.

Students are able to bring and use their own devices and connect to the school network.

A kiosk computer is available for parent use.

Students, teachers, and parents also have access to campus technology Teacher Lead Learners supported by a technology specialist and technology instructional specialist for support and instruction assistance.

Students will all be certified in CyberSafe (online digital citizenship certification) through TASSEL time.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We need more teachers with their Master's Degree to be able to better serve the growing number of students requesting dual credit courses. It is best when these classes are taught by Heritage teachers who embrace our existing culture and climate.

# Perceptions

## Perceptions Summary

The school culture and climate at Heritage High School is one of High Expectations, Respect and Trust.

Heritage High School Mission Statement was revised in August of 2018 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

**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.**

The motto at Heritage High School is "Expect Excellence." This phrase means that all students and staff members should expect excellence from themselves and from each other in all things. This expectation of excellence is applied to academics, behavior, attitude, work ethic, and how we treat each other.

There is a peaceful, respectful climate at the school that stems from the responsibilities that are placed on the students to do what they are asked to do. Students are given the opportunity to use their personal technology devices in accordance with the district 1:1 initiative, and they are also given the responsibility to use 30 minutes of TASSEL in a productive manner to advance their academics. Students are trusted with these responsibilities and have responded with respect towards administrators and staff.

We believe that all members of the Heritage Family are valuable and that WHAT MAKES US DIFFERENT, IS WHAT MAKES US STRONG. We have an increased attention to recognizing diversity and providing social and emotional supports.

We have a focus this year on building a sense of TRUST, SIGNIFICANCE AND BELONGING among our staff ... which we believe in turn will cause a focus on those attributes in students as well. The culture drives the expectations and the success.

## Perceptions Strengths

### Events/Traditions/Activities:

- \* Anti-bullying focus throughout the year with emphasis on positive re-enforcement of positive peer interactions and early detection and intervention of peer relations that are not healthy. All staff have been trained in anti-bullying strategies, with the counselors receiving extra training on interventions and detection.
- \* Anti-Drug and Alcohol focus --- especially during Red Ribbon Week. Students sign commitment banner to stay drug-free, videos shown during TASSEL about the value of being clean.
- \* Sports Camps and Player Run Practices (PRPs) throughout the summer for students to train and interact with each other and the Jaguar coaches.
- \* Jag Camp --- Freshman Orientation the week prior to school starting to make sure new students feel comfortable and excited about becoming a Jaguar.
- \* Rowdy Reds --- Spirit group of students committed to show extreme school spirit --- standing at all pep rallies, dressing up on spirit days, running the HERITAGE flags at games and other events, etc.
- \* Homecoming -- Spirit Banner Contest, Dress up days, Parade, Homecoming Court including boys and girls from each class, Mums
- \* Send-Off Hallway Parade for all sports teams, extra-curricular activities and individuals advancing out of district competition.

- \* Veterans Day Observance --- Reception for Veterans, Special hallway parade for veterans with patriotic music, Opportunities for veterans to speak to students, Gifts given to our veteran guests.
- \* TASSEL used for student surveys, student news, videos, pod casts, progress reports, report cards, EOC Review sessions, study hall or tutoring.
- \* EOC Review Days that are school wide for each subject to focus on the importance of each test.
- \* Social Studies Fair
- \* Prom
- \* Focus on integration of technology, problem based learning, and the 4 C's --- Communication, Collaboration, Critical Thinking and Creativity in learning.
- \* MIT Crew member on campus 2 days a week to give teachers one-on-one assistance using technology in instruction. Also Tech Aide in Tech Hub.
- \* Microcephaly Awareness Day --- students raise money in various ways and wear yellow one day to bring awareness and money to the cause.
- \* Many student clubs, groups, UIL activities, etc available for students to find their niche.
- \* CBI program that is highly integrated into the daily functioning of the school with Partners in PE and Peer Coaching.
- \* Jaguar Media present at every school function to capture moments to share on their website, social media and Jaguar News.
- \* Student leadership opportunities through Student Council and many officer positions of clubs and groups.
- \* NHS
- \* Genius Week --- A week for students to pick a passion and conduct research in that area and share what they learn with their peers and staff and parents. We plan to have a Genius Show Off Night so students can share their research with the community.
- \* Strong sense of family among the staff members --- peaceful, comfortable, respectful, fun, yet professionally challenging interactions between staff members. Heritage Family Feast at Thanksgiving, Christmas Goodies Week, Teacher Appreciation Week --- gift cards given by community members and parents and given away to all staff that week.
- \* Unified Booster Organizations --- Boosters work together with a strong sense of camaraderie, teamwork, and unity for all Jaguars. An Extracurricular Executive Board meets quarterly --- which is composed of the director and booster president from each group, along with the Principal.
- \* Communication with parents and community members is current with the use of daily announcements, social media, website and the marquee.
- \* Deck The Halls of Heritage Family Night --- Book fair, Santa Photos, Christmas Carols by Choir and Band, Bingo, HHS apparel sales, HHS ornaments, face painting, book fair, angel tree, Class Christmas Trees with ornaments from students and staff sponsors for that class.
- \* Respectful interactions between administrators and parents to foster a strong partnership between school and community.
- \* Wonderful receptionist who greets all visitors and callers with a pleasant voice and a servant's heart. She interacts in a kind, honest fashion and is very pleasant to be around. She helps visitors and callers get the answers that they need as quickly and efficiently as possible, while maintaining the protocols of school safety.
- \* One single Logo used on all school issued apparel, etc ---this single logo is used to unify all Jaguars and to market HHS as one strong unified group.

- \* JAGtalks -- educational symposiums in a formal setting for students and staff to share ideas and information and to inspire others to continue to pursue knowledge and understanding. JAG tokens given to students who show up for rewards in class.
- \* Heritage Hoopla Day -- a half day in the spring where the students and staff bond and have a day of fun and friendly competition with dodge ball, volleyball, basketball, karaoke, board games, video games, etc.
- \* Senior activities including Senior breakfast, Senior Blast and Senior All Night Party are organized with Project Graduation.
- \* JagMoments -- Individuals and small groups are recognized on the morning announcements for accomplishments and successes.... not just varsity team sports, but all sorts of joys and successes.

#### Family & Community Involvement:

- \* Daily communication via e-mails, social media, website and marquee.
- \* Unified booster organizations that work together in a spirit of teamwork and togetherness for the benefit of all Jaguars. An Extracurricular Executive Board meets quarterly -- which is composed of the director and booster president of each organization and the principal.
- \* MentorsCare program with over 50 Midlothian adults serving as mentors for HHS at risk students.
- \* Open, honest, respectful communication between administrators and parents.
- \* Counselors lead many Parent Meetings throughout the year for various reasons to target information and answer questions regarding situations unique to each grade.
- \* Open House is held the evening of Jag Camp. It is a night for all students and families to get information about HHS and learn about how they can be involved in and outside of school.
- \* Staff hosts "Meet the Teacher" Night in September.
- \* Families and community members make floats for the Homecoming parade. Community members also come out to enjoy the parade and support the Jaguars.
- \* Representatives from HHS host promotional booths at the annual Midlothian Fall Festival
- \* Community members are welcomed at our annual Veterans Day Celebration.
- \* Sports teams and organizations organize periodic service projects in the community throughout the year.
- \* Community members are invited to speak in various classrooms throughout the year in regards to college and career readiness and information.
- \* Parents serve on the CIP team.
- \* Heritage families and community members come together with HHS staff and families to celebrate the holiday season with our annual "Deck the Halls" event.
- \* Sports teams and clubs visit other schools in the district to promote HHS and various activities available at HHS.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

# Goals





Revised/Approved: November 15, 2021

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

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1) Curriculum teams will meet weekly in PLC meetings to analyze data and create engaging lessons in alignment with TRS. They will also create effective assessments to measure mastery of student expectations at the level and depth & complexity as defined by the state of Texas. <b>Strategy's Expected Result/Impact:</b> Stronger lesson design for deeper learning and higher critical thinking and achievement. <b>Staff Responsible for Monitoring:</b> Lead Teachers Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 2) Heritage HS will provide TASSEL time 4 times a week for students to attend tutoring 30 minutes each day in areas of need to enhance personalized learning and facilitate choice. <b>Strategy's Expected Result/Impact:</b> Increased one on one and small group instruction and individualized teaching and tutoring for higher rates of learning and success <b>Staff Responsible for Monitoring:</b> Teachers Administrators	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Edgenuity will be used to serve students who need to obtain on-line credit in a non-traditional method, while still expecting growth and student mastery. The use of Edgenuity will decrease the drop out rate. <b>Strategy's Expected Result/Impact:</b> More students staying on grade level towards graduation which will decrease the drop out rate. Document progress of Edgenuity credits and ensure that we have 100% completion. Goal is for drop out rate to be below .5%. <b>Staff Responsible for Monitoring:</b> Counselors Tech Lab Aide <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will be encouraged to use high level questioning strategies and inquiry-based learning as much as possible.  Teachers and staff will be encouraged to try new methods of learning in a risk-taking environment that has protection from adverse consequences. <b>Strategy's Expected Result/Impact:</b> High ratings from students and teachers regarding climate, challenging but safe environment to try new things and take risks. Document Quality Questioning and use of MISD Learner Framework in PLC Google Doc. <b>Staff Responsible for Monitoring:</b> Lead Teachers Administrators iCoaches	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will complete DATA DIGS by looking at data from AWARE, AP scores, SAT/PSAT scores, MAP and other pieces of data to look for trends to improve instruction and rigor. <b>Strategy's Expected Result/Impact:</b> Data driven decisions about lesson design. <b>Staff Responsible for Monitoring:</b> Lead Teachers Administrators Teachers	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Pre-AP Teachers will use College Board Pre-AP Curriculum starting this year which will challenge the students in new ways in deeper critical thinking and problem solving, etc. <b>Strategy's Expected Result/Impact:</b> Students will have a deeper and richer PreAP learning experience and will be further along in their learning in preparation for success on future AP Exams <b>Staff Responsible for Monitoring:</b> Pre-AP Teachers, Campus Admin, Lead Teachers	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			







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

**Performance Objective 2:** Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** MAP Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will analyze MAP Data during iPlan Days and PLC time and will work with each other and iCoach to design lessons based on data results. <b>Strategy's Expected Result/Impact:</b> Improved MAP scores and growth <b>Staff Responsible for Monitoring:</b> Lead Teachers, Campus Admin, iCoach	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Focus on Algebra instruction to include 2 out of 5 days focused on problem solving and repetition and individualized assistance and intervention. <b>Strategy's Expected Result/Impact:</b> Raise EOC Algebra Meets in these subpops: AA from 24% to 31% Eco Dis from 28% to 36% EpEd from 18% to 23% <b>Staff Responsible for Monitoring:</b> Campus Admin, Math Lead Teacher, Algebra Lead, iCoach, All Math teachers	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will administer district interim assessments in designated subjects and will use Aware to analyze the results and adjust lessons as needed to address areas of concern. <b>Strategy's Expected Result/Impact:</b> Improved EOC scores and growth in students <b>Staff Responsible for Monitoring:</b> Lead Teachers, Campus Admin, iCoach	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will share out about lessons during PLC and will observe each other during their Iron Sharpens Iron sessions to learn new strategies and techniques of effectively incorporating the use of technology into their lessons. <b>Strategy's Expected Result/Impact:</b> Maximized use of instructional technology in the classroom. <b>Staff Responsible for Monitoring:</b> Lead Teachers, Campus Admin, iCoach	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attendance in school is expected and rewarded with things like the use of their Trust Card and potential for Exam Exemptions <b>Strategy's Expected Result/Impact:</b> Goal of overall attendance rate of 96.5 or higher. <b>Staff Responsible for Monitoring:</b> Campus Admin, TASSEL Teachers, Attendance clerks	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Heritage will use a Trust Card system to encourage students to participate in their needed academic interventions for classroom success and AI services. <b>Strategy's Expected Result/Impact:</b> Decreased failure rates, Increased tutoring during TASSEL, Decreased number of students needing AI as the year progresses. <b>Staff Responsible for Monitoring:</b> AI Specialist, Campus Admin <b>Funding Sources:</b> - ESSER-III	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> District decreased the cost of AP Exams to encourage more participation.  Expectation of all AP students to take all AP Exams <b>Strategy's Expected Result/Impact:</b> Increased participation in AP Exams and increase in students scoring 3 or higher. <b>Staff Responsible for Monitoring:</b> Campus Admin, AP Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Execute a well organized and productive Course Fair where Advanced Academics will be highlighted. Counselors will make it a priority to discuss advanced academics during course selection process. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in Advanced Academic courses <b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3: SAT/PSAT/TSI /ASVAB School Day Testing</b>  SAT/ACT Review in multiple formats including on-line and Princeton Review.  Communicate with all students and parents about how to set up Khan Academy account linked with College Board for personalized review at home. <b>Strategy's Expected Result/Impact:</b> Greater number of students taking SAT & ACT. Increase SAT School Day participation by 20%.  Goal SAT: ELA 557 to 575 MATH 565 to 580  Goal ACT: 21.7 to 22.5  Document number of students in bootcamps for baseline.  Document communication to students and parents about Khan Academy. <b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors, College/Career Liaison,	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Get more Heritage teachers to obtain their Masters Degrees so that they can teach our dual credit classes. Students are more likely to take classes in which they know the instructor and our teachers embrace our expectations and culture. <b>Strategy's Expected Result/Impact:</b> Goal is to eventually have all Dual Credit taught by embedded staff. Would like to be at 90% by 22-23. <b>Staff Responsible for Monitoring:</b> Campus Admin, D.C. Teachers and potential D.C. Teachers	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All students enrolled in Financial Math, English IV and Business English will concurrently complete the College Bridge curriculum for College and Career Readiness ... and all sophomores will be given the TSI test on a school day. <b>Strategy's Expected Result/Impact:</b> Dramatic improvement in students earning CCMR point from 73% in 2021 of 90% in 2022 <b>Staff Responsible for Monitoring:</b> Teachers in the classes specified, Campus Admin	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Special Education staff will have access to MAP data and District Interim Assessment data to individually work with students on areas of need during TASSEL and inclusion sessions. <b>Strategy's Expected Result/Impact:</b> Increased EOC scores, Student growth <b>Staff Responsible for Monitoring:</b> Campus Admin, SpEd staff	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 8:** Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide ESL services for students in need <b>Strategy's Expected Result/Impact:</b> ESL students will have increased scores on TELPAS and show growth on EOCs <b>Staff Responsible for Monitoring:</b> Campus Admin, ESL Teachers <b>Funding Sources:</b> - ESSA-Title III-Second Language Acquisition - \$550, - ESSA-Title II-TPRT - \$500	Formative		
	Dec	Mar	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			







**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

**Evaluation Data Sources:** Yearly TASB Salary Study





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use interview questions and strategies to find the best fit for our team culture as well as academics. Work with MHS and Central Admin to develop a plan for staffing HHS in 22-23 with the growth and rezoning needs. <b>Strategy's Expected Result/Impact:</b> Obtain the very highest quality employees who bring a variety of skills and talents to our team and who bring diversity in a variety of ways. <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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

**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> New teachers will be given a mentor to support them throughout the year. <b>Strategy's Expected Result/Impact:</b> New teachers will feel supported and know their resources early and often throughout the year.  Hopefully we will identify great teachers and build their capacity.  Document by emails about New Teacher Mentors and surveys of them through the program. <b>Staff Responsible for Monitoring:</b> Campus Admin, Buddy and Mentor Teachers <b>Funding Sources:</b> - ESSA-Title II-TPRT - \$2,000	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Focus on Campus Culture: Better Together with Trust, Significance and Belonging as areas of importance. Use the Heritage Happiness Committee to support each other in difficult times. Use Spotting Excellence Awards for individuals to recognize positive qualities in others and give affirmation to each other to build significance. <b>Strategy's Expected Result/Impact:</b> Greater feelings of support and satisfaction by staff through informal conversations.  Increase in the amount of money donated for various causes by \$100.  Consider opening up donations from parents for the Heritage Happiness Committee <b>Staff Responsible for Monitoring:</b> Campus Admin, All Teachers,	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain the Heritage Family Newsletter -- to inform staff of things going on within our Heritage Family. Encourage teachers and staff to share here! <b>Strategy's Expected Result/Impact:</b> Greater sense of family belonging and stronger relationships. Provide a space for affirmation and praise. <b>Staff Responsible for Monitoring:</b> Receptionist, All Staff	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Include teachers and counselors with campus admin in the interview process to select staff for HHS. <b>Strategy's Expected Result/Impact:</b> Allow multiple staff members with the opportunity to be a part of selecting future staff members so that they will feel valued in their opinions and role as a member of our team.  Document participation by all in shared Google doc. <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will participate in "Iron Sharpens Iron" process where they observe other teachers and reflect on what they observe that they could apply to their classrooms. <b>Strategy's Expected Result/Impact:</b> Increased respect and understanding for each other which builds stronger trust and relationships between teachers. This then will improve the overall culture and level of significance and belonging. <b>Staff Responsible for Monitoring:</b> Campus Admin Lead Teachers All Teachers in the process	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Encourage all teachers to be involved in something outside of the classroom with their students. <b>Strategy's Expected Result/Impact:</b> When teachers are involved in supporting students in activities outside of the classroom, it raises their level of significance and belonging and improves the overall involvement of students and staff with each other in areas of common interest. <b>Staff Responsible for Monitoring:</b> Campus Admin, All Teachers	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the Panorama survey.

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselors will track their time spent to ensure that enough quality time is spent supporting the social and emotional development of our students. <b>Strategy's Expected Result/Impact:</b> Students will feel safe and supported as evidenced in surveys and conversations.  Document by completion of counseling tracking sheet. <b>Staff Responsible for Monitoring:</b> Counselors, Campus Admin <b>Funding Sources:</b> - ESSA-Title IV - \$1,000, - ESSA-Title IV - \$500	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Restorative Practices when appropriate to assist students in processing, learning from and moving forward from difficult experiences. <b>Strategy's Expected Result/Impact:</b> 10% Fewer referrals  Greater sense of support and fair treatment from students on Youth Truth survey.  5% Higher scores in this area. <b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide supports for homeless students as needed <b>Strategy's Expected Result/Impact:</b> Increased sense of peace and belonging and well being with students who are categorized as Homeless <b>Staff Responsible for Monitoring:</b> Counselors, Campus Admin <b>Funding Sources:</b> - ESSA-Title I - \$181	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Use LEAP and MentorsCare to connect students who are at-risk or potential drop outs to build relationships with caring adults and find a path to graduation. <b>Strategy's Expected Result/Impact:</b> Drop out rate lower than .5% <b>Staff Responsible for Monitoring:</b> Counselors, Campus Admin, MentorsCare individuals, LEAP staff	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Require all students and staff to wear ID badges around their neck each day. <b>Strategy's Expected Result/Impact:</b> 100% compliance so that we can identify our students and provide better overall security for our school. <b>Staff Responsible for Monitoring:</b> Campus Admin, All Teachers, ISS Teacher making ID Badges	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use a variety of methods to identify students in need of assistance: Gaggle SeeitHearitStopit MISD anonymous emails MISD Thread assessment system <b>Strategy's Expected Result/Impact:</b> Quicker responsiveness to students in need and to offer appropriate interventions.  Document responsiveness to Gaggle alerts and other alerts. <b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Effectively create and use the Campus Safety Team, the Crisis Response Team and the MERT. Ensure that all members understand their responsibilities in case of an emergency. <b>Strategy's Expected Result/Impact:</b> Effective response in emergencies.  Full understanding from all staff members of the expected responses in crisis situations.  100% completion of all safety drills with feedback. <b>Staff Responsible for Monitoring:</b> Campus Admin, Nurse, SRO	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Use Random Drug Testing Policy to help to deter students from using drugs and drinking alcohol. <b>Strategy's Expected Result/Impact:</b> Fewer students using drugs and alcohol as evidenced in surveys and overall student health.  Documentation by successful execution of Random Drug Testing events.  Goal of 0 repeat offenders. <b>Staff Responsible for Monitoring:</b> Campus Admin, District Admin, Attendance, PEIMS	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use Closed TASSEL to educate all students in violence prevention, self confidence and self assurance strategies and provide open door practices for students to access counselors as needed for support <b>Strategy's Expected Result/Impact:</b> Students with greater sense of self confidence and knowledge and power to make good relationship choices. Students will have comfortable easy access to counselors as needed. <b>Staff Responsible for Monitoring:</b> Counselors, Campus Admin, TASSEL Teachers	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Increase enrollment of AVID program by 2%

**Evaluation Data Sources:** Enrollment in AVID programs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Include AVID in Course Fair. Have students from MHS come to talk at the table. Ask Middle Schools for help in identifying students who may be good AVID students.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work with English and Social Studies teachers this year to help identify students who may be potential AVID students next year through their course work, surveys, etc <b>Strategy's Expected Result/Impact:</b> Early identification of potential AVID students <b>Staff Responsible for Monitoring:</b> Campus Admin, Lead Teachers, Counselors	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 5:** Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback





Strategy 1 Details	Formative Reviews		
Strategy 1: Have students, staff and parents participate in the Diversity Council. Have Student Council serve as an avenue to implement initiative and goals from the Diversity Council	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Purchase all needed FF&E items for Phase 2 within budget and with the input of various stakeholders using fiscally responsible methods of working with vendors. <b>Strategy's Expected Result/Impact:</b> Properly and effectively furnished Phase 2 parts of the building <b>Staff Responsible for Monitoring:</b> Principal, Central office finance, Campus Secretary, Technology & Athletics	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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





**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Include Lead Teachers and Directors in the budget process early to denote items of Need and Want. Allocate the majority of the budget to instructional needs. <b>Strategy's Expected Result/Impact:</b> Fiscally responsible spending of the Heritage Budget with limited cross function transfers and check requests <b>Staff Responsible for Monitoring:</b> Principal, Secretary, Lead Teachers & Directors	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Stay within the budget and follow all finance rules <b>Strategy's Expected Result/Impact:</b> Compliance and top financial ratings <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Support the teachers in having a growth mindset about learning new things in PD. Encourage teachers to share their best practices and experiences to help their peers to grow. <b>Strategy's Expected Result/Impact:</b> Improved lesson design using data appropriately in differentiation and lesson design. <b>Staff Responsible for Monitoring:</b> Campus Admin, Lead Teachers, All Teachers, iCoaches	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Digital citizenship will be taught through videos, reflections and discussions during TASSEL and also in small group sessions through English classes with the LMS. <b>Strategy's Expected Result/Impact:</b> Students will understand the proper use of their devices at school and will make good decisions about their technology use.  10% Fewer referrals regarding technology use.  Completion of digital citizenship trainings through closed TASSEL and LMS sessions in English Classes. <b>Staff Responsible for Monitoring:</b> Campus Admin, Teachers, Closed TASSEL Teachers, LMS	Formative		
	Dec	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue





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

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

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Sustain and support the Executive Extracurricular Board to ensure collaboration and communication between all booster and student organizations. <b>Strategy's Expected Result/Impact:</b> Teamwork and united Jaguar Spirit.  Increased communication and collaboration between various parent support groups.  Document the Executive Extracurricular Board meetings. <b>Staff Responsible for Monitoring:</b> Principal, Directors & Coaches	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 2:** Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Have an open door policy for visitors at Heritage and ensure that the campus culture is inviting and welcoming and that there is high level learning going on no matter who is on campus. <b>Strategy's Expected Result/Impact:</b> Greater trust from Central Admin in what we are doing at Heritage <b>Staff Responsible for Monitoring:</b> Campus Admin, Lead Teachers, Receptionist, All Staff	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain the Heritage Daily News mass email each day to parents and staff. <b>Strategy's Expected Result/Impact:</b> Greater sense of belonging and a stronger family atmosphere. Share information for transparent communication. Provide a platform for affirmation for students and staff. <b>Staff Responsible for Monitoring:</b> Support staff for newsletter, Campus Admin, All staff for giving information to include	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# State Compensatory

## Budget for Heritage High School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 2.49

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Heritage High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arroyo, Monica	Teacher	0.25
Davis, Courtney	Counselor	0.2
Ellison, Laurie	Teacher	0.17
Hoff, Eric	Counselor	0.2
Looney, Warren	Paraprofessional	1
Russell, Tommy	Paraprofessional	0.25
Stroner, Collin	Teacher	0.17
Wickersham, David	Paraprofessional	0.25

# Campus Funding Summary

ESSA-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$181.00
Sub-Total					\$181.00
ESSA-Title II-TPRT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$500.00
2	2	1			\$2,000.00
Sub-Total					\$2,500.00
ESSA-Title III-Second Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$550.00
Sub-Total					\$550.00
ESSA-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$1,000.00
3	1	1			\$500.00
Sub-Total					\$1,500.00
ESSER-III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$4,731.00

# Addendums

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Additional Supplement for Employees</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p style="text-align: center;"><b>Information Only This Month</b></p> <p>During the preparation of the 2021-22 Budget, the Board of Trustees approved an increase to the midpoint of each pay grade of 2.0% but also expressed a desire for an opportunity to provide an additional one-time supplement to staff in November or December should sufficient revenue be available.</p> <p>On June 21, 2021, the Trustees approved a resolution prepared by MISD legal counsel affirming their desire to fund this supplement once additional financial data was known. This section of the resolution stated the details of such a supplement:</p> <p><b>“WHEREAS, contingent upon and expressly subject to a determination by the Superintendent that there are funds available to the District sufficient to enable the District to make a supplemental compensation payment or payments to its employees, the Superintendent is further directed to present to the Board the necessary information that will permit the Board to take whatever budgetary actions may be required or permitted in order to provide the supplemental compensation payment or payments to employees described herein who are employed as of September 13, 2021, and still actively at work or on approved District leave as of November 8, 2021, in the amounts of: Up to \$1,500 for all full-time employees (employees working 30 or more hours per week) in a TRS eligible position; and up to \$750 for all part-time employees holding a regular position such as part-time teachers, part-time aides, and bus drivers, but not to include substitutes or tutors. The Superintendent shall have full discretion to create and implement a prudent and reasonable plan for doing so. This plan should include setting out a recommendation as to the supplemental compensation payment amount or amounts to be given to each category of employees.”</b></p> <p>For the current school year, there are 1,215 full-time employees and 47 part-time employees which are eligible to receive a supplement according to the resolution. The total dollars required to fund various levels of supplement plus benefits for the current number of employees are as follows:</p>	

	<p> <b>\$1,500/\$750</b>                      \$1,884,687  <b>\$1,000/\$500</b>                      \$1,256,459  <b>\$750/\$375</b>                         \$ 942,344 </p> <p>At this time the Finance Department is working through the budget to determine if funds might be available. The September payroll has been posted which helps determine the cost of personnel this year. The October payroll will be posted on October 28th which will further define the personnel costs. Other possible areas producing available funds might be additional state funds due to student growth and demographics, budget savings, and increased revenues in some areas.</p> <p>The final determination will be made no later than November 8 and the board asked to take action at the November 15 board meeting.</p> <p>If approved, this supplement would be paid on November 19, 2021, as MISD dismisses for the Thanksgiving break.</p>
<b>Fiscal Impact/Budget Function Code:</b>	The total of the supplement plus any applicable taxes would be approximately \$1,884,687 if the full amount is approved.
<b>Policy:</b>	CE
<b>District Goal:</b>	Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.
<b>Administration Recommended Option:</b>	No recommendation at this time
<b>Motion:</b>	No motion – information only this month
<b>Presenter:</b>	Dr. JoAnn Fey/Jim Norris



**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Business Reports</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	Financial reports for the period ending September 30, 2021, are provided for Board review.	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
<b>Administration Recommended Option:</b>	N/A	
<b>Motion:</b>	Report only – no motion required	
<b>Presenter:</b>	Jim Norris	

# MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT

Midlothian, Texas

## BOARD REPORT

September 2021 Summary of Tax Deposits	1-2
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Construction Report	27

October 18, 2021

## SUMMARY OF TAX DEPOSITS 2021 - 22

	5711 M & O Current	5712 M & O Prior	5719 Penalties & Interest	Total Maintenance & Operations	5711 I & S Current	5712 I & S Prior	5719 Penalties & Interest	Total Interest & Sinking
<b>YTD MONTHLY TAX RECEIPTS --</b>								
July-21	115,018.13	(223.06)	19,157.35	133,952.42	63,338.79	(131.57)	10,522.98	73,730.20
August-21	113,387.70	9,729.47	23,555.53	146,672.70	62,440.89	4,674.77	12,602.05	79,717.71
September-21	21,609.98	5,872.15	7,596.73	35,078.86	11,900.28	2,880.97	3,944.66	18,725.91
October-21				-				-
November-21				-				-
December-21				-				-
January-22				-				-
February-22				-				-
March-22				-				-
April-22				-				-
May-22				-				-
June-22				-				-
<b>YTD</b>	<b>\$250,015.81</b>	<b>\$15,378.56</b>	<b>\$50,309.61</b>	<b>\$315,703.98</b>	<b>\$137,679.96</b>	<b>\$7,424.17</b>	<b>\$27,069.69</b>	<b>\$172,173.82</b>
<b>Less TIRZ</b>				<b>0.00</b>				
<b>Non-TIRZ YTD</b>	<b>\$250,015.81</b>	<b>\$15,378.56</b>	<b>\$50,309.61</b>	<b>\$315,703.98</b>	<b>\$137,679.96</b>	<b>\$7,424.17</b>	<b>\$27,069.69</b>	<b>\$172,173.82</b>
<b>Budget 21-22, non-TIRZ</b>	<b>\$47,836,536.00</b>	<b>\$300,000.00</b>	<b>\$138,000.00</b>	<b>\$48,274,536.00</b>	<b>\$ 32,568,848.00</b>	<b>\$150,000.00</b>	<b>\$60,000.00</b>	<b>\$32,778,848.00</b>
<b>Percent Collected</b>	<b>0.52%</b>	<b>5.13%</b>	<b>36.46%</b>	<b>0.65%</b>	<b>0.42%</b>	<b>4.95%</b>	<b>45.12%</b>	<b>0.53%</b>
<b>Revenue Collected</b>								
<b>(over)/under budget</b>	<b>\$47,586,520.19</b>	<b>\$284,621.44</b>	<b>\$87,690.39</b>	<b>\$47,958,832.02</b>	<b>\$32,431,168.04</b>	<b>\$142,575.83</b>	<b>\$32,930.31</b>	<b>\$32,606,674.18</b>

SUMMARY OF TAX DEPOSITS 2021 - 22

Elis County Tax Office													
Collection	Deposit	5711	5712	5719	5712.01	5719.01	5719.02	Total		5711	5712	5719	Total
date	date	M & O	M & O	Penalties	M & O	P&I	Rendition	Maintenance		I & S	I & S	Penalties &	Interest &
		Current	Prior	& Interest	CED	CED	Penalty	& Operations		Current	Prior	Interest	Sinking
		September											
09/01/21	09/07/21	8.99	393.65	460.26				862.90	*	4.95	160.06	168.77	333.78
09/02/21	09/08/21	780.22	101.64	182.66				1,064.52	*	429.65	51.49	99.03	580.17
09/03/21	09/09/21	595.98	0.00	119.18				715.16	*	328.21	0.00	65.65	393.86
09/07/21	09/10/21	136.08	0.00	19.31				155.39	*	74.95	0.00	10.64	85.59
09/08/21	09/13/21	862.75	2.28	171.16				1,036.19	*	475.10	1.10	94.18	570.38
09/10/21	09/16/21	(692.63)	(797.35)	138.90				(1,351.08)	*	(381.42)	(411.02)	72.82	(719.62)
09/13/21	09/16/21	5,613.42	67.17	1,144.18			(1.49)	6,823.28	*	3,091.22	34.62	629.33	3,755.17
09/14/21	09/17/21	1,126.50	2,060.99	1,329.55				4,517.04	*	620.34	974.29	637.00	2,231.63
09/15/21	09/20/21	2,508.55	1,129.07	974.76				4,612.38	*	1,381.43	574.61	519.92	2,475.96
09/16/21	09/21/21	547.39	0.00	90.45				637.84	*	301.44	0.00	49.82	351.26
09/17/21	09/22/21	324.38	0.00	49.01				373.39	*	178.63	0.00	26.99	205.62
09/22/21	09/27/21	905.67	165.70	256.63				1,328.00	*	498.73	81.10	136.51	716.34
09/24/21	09/29/21	1,403.58	83.97	307.59				1,795.14	*	772.93	43.29	168.44	984.66
09/27/21	09/30/21	57.43	65.99	36.55				159.97	*	31.62	31.72	18.38	81.72
09/28/21	10/01/21	5,019.71	2,222.24	1,715.07				8,957.02	*	2,764.27	1,145.49	919.39	4,829.15
09/29/21	10/04/21	1,973.44	279.43	484.10				2,736.97	*	1,086.74	144.03	263.43	1,494.20
09/30/21		438.52	97.37	118.86				654.75		241.49	50.19	64.36	356.04
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
Month's totals		21,609.98	5,872.15	7,598.22	-	-	(1.49)	35,078.86		11,900.28	2,880.97	3,944.66	18,725.91

	2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
FND OBJ	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %	Amount	Balance
170 Revenue	90,688.00	90,688.00	1,382.69	22,852.60	25.20	0.00	67,835.40
170 Expense	282,121.00	282,121.00	37,443.77	49,678.32	20.73	8,811.18	223,631.50
170 A. H. MEADOWS LIBRARY FUND	-191,433.00	-191,433.00	-36,061.08	-26,825.72	18.62	-8,811.18	-155,796.10
180 Revenue	365,222.00	365,222.00	76,863.89	130,600.72	35.76	0.00	234,621.28
180 Expense	1,118,293.00	1,105,293.00	90,133.07	242,933.13	41.17	212,156.48	650,203.39
180 ATHLETIC DEPARTMENT FUND	-753,071.00	-740,071.00	-13,269.18	-112,332.41	43.85	-212,156.48	-415,582.11
197 Expense	0.00	0.00	250,861.88	914,079.12	0.00	2,287,375.35	-3,201,454.47
197 Insurance Claims Snow 2021	0.00	0.00	-250,861.88	-914,079.12	0.00	-2,287,375.35	3,201,454.47
198 Revenue	22,094.00	0.00	0.00	0.00	0.00	0.00	0.00
198 Expense	303,629.00	0.00	0.00	0.00	0.00	0.00	0.00
198 COVID 19	-281,535.00	0.00	0.00	0.00	0.00	0.00	0.00
199 Revenue	114,115,418.00	114,137,512.00	10,042,333.19	11,271,500.70	9.79	-101,845.42	102,967,856.72
199 Expense	112,889,379.00	113,206,008.00	19,741,250.78	25,860,156.16	26.30	3,916,647.05	83,429,204.79
199 GENERAL FUND	1,226,039.00	931,504.00	-9,698,917.59	-14,588,655.46	-1,997.54	-4,018,492.47	19,538,651.93
240 Revenue	3,905,003.00	3,905,003.00	482,784.20	586,606.90	15.02	0.00	3,318,396.10
240 Expense	3,815,100.00	3,815,100.00	179,285.90	307,348.02	9.93	71,589.61	3,436,162.37
240 FOOD SERVICE	89,903.00	89,903.00	303,498.30	279,258.88	230.99	-71,589.61	-117,766.27
599 Revenue	33,128,333.00	33,128,333.00	18,787.27	172,512.03	0.52	0.00	32,955,820.97
599 Expense	33,128,333.00	33,128,333.00	1,500.00	8,008,603.85	24.22	14,750.00	25,104,979.15
599 DEBT SERVICE	0.00	0.00	17,287.27	-7,836,091.82	0.00	-14,750.00	7,850,841.82
Grand Revenue Totals	151,626,758.00	151,626,758.00	10,622,151.24	12,184,072.95	7.97	-101,845.42	139,544,530.47
Grand Expense Totals	151,536,855.00	151,536,855.00	20,300,475.40	35,382,798.60	27.65	6,511,329.67	109,642,726.73
Grand Totals	89,903.00	89,903.00	9,678,324.16	23,198,725.65	????????	6,613,175.09	29,901,803.74
	Profit	Profit	Loss	Loss		Loss	Profit

Number of Accounts: 4815

\*\*\*\*\* End of report \*\*\*\*\*

MIDLOTHIAN I.S.D.  
Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

10/06/21

				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
170			A. H. MEADOWS LIBRARY FUND							
R			Revenue							
00										
170	00	57	REVENUE-LOCAL & INTERMED	75,000.00	75,000.00	0.00	18,750.00	25.00	0.00	56,250.00
170	00	58	STATE PROGRAM REVENUES	15,688.00	15,688.00	1,382.69	4,102.60	26.15	0.00	11,585.40
170	00	--		90,688.00	90,688.00	1,382.69	22,852.60	25.20	0.00	67,835.40
170	--	--	Revenue	90,688.00	90,688.00	1,382.69	22,852.60	25.20	0.00	67,835.40

MIDLOTHIAN I.S.D.  
Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

10/06/21

Page:2  
9:50 AM

				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered	
	FUND	FUNC	OB	OBJ	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %	Amount	Balance
170				A. H. MEADOWS LIBRARY FUND							
E				Expense							
12				INST. RESOURCES & MEDIA SVCS							
170	12	61		PAYROLL COSTS	165,218.00	165,218.00	22,323.50	32,905.48	19.92	0.00	132,312.52
170	12	62		PURCHASE & CONTRACTED SVS	3,192.00	3,267.00	207.63	340.26	51.01	1,326.30	1,600.44
170	12	63		SUPPLIES AND MATERIALS	38,308.00	38,233.00	1,279.87	1,760.00	24.18	7,484.88	28,988.12
170	12	64		OTHER OPERATING EXPENSES	250.00	250.00	0.00	0.00	0.00	0.00	250.00
170	12	--		INST. RESOURCES & MEDIA SVCS	206,968.00	206,968.00	23,811.00	35,005.74	21.17	8,811.18	163,151.08
13				CURRICULUM DEV.& INST.STF DEV							
170	13	64		OTHER OPERATING EXPENSES	1,250.00	1,250.00	0.00	0.00	0.00	0.00	1,250.00
170	13	--		CURRICULUM DEV.& INST.STF DEV	1,250.00	1,250.00	0.00	0.00	0.00	0.00	1,250.00
52				SECURITY & MONITORING SERVICES							
170	52	61		PAYROLL COSTS	73,903.00	73,903.00	13,632.77	14,672.58	19.85	0.00	59,230.42
170	52	--		SECURITY & MONITORING SERVICES	73,903.00	73,903.00	13,632.77	14,672.58	19.85	0.00	59,230.42
170	--	--		Expense	282,121.00	282,121.00	37,443.77	49,678.32	20.73	8,811.18	223,631.50
170	--	--		A. H. MEADOWS LIBRARY FUND	-191,433.00	-191,433.00	-36,061.08	-26,825.72	18.62	-8,811.18	-155,796.10

				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
180			ATHLETIC DEPARTMENT FUND							
R			Revenue							
00										
180	00	57	REVENUE-LOCAL & INTERMED	364,961.00	364,961.00	76,603.45	130,340.28	35.71	0.00	234,620.72
180	00	58	STATE PROGRAM REVENUES	261.00	261.00	260.44	260.44	99.79	0.00	0.56
180	00	--		365,222.00	365,222.00	76,863.89	130,600.72	35.76	0.00	234,621.28
180	--	--	Revenue	365,222.00	365,222.00	76,863.89	130,600.72	35.76	0.00	234,621.28



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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
				Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %	Amount	Balance
FUND	FUNC	OB	OBJ							
180			ATHLETIC DEPARTMENT FUND							
E			Expense							
36			COCURR./EXTRACURR.ACTIVITIES							
180	36	61	PAYROLL COSTS	89,919.00	89,919.00	5,848.74	7,834.97	8.71	0.00	82,084.03
180	36	62	PURCHASE & CONTRACTED SVS	211,380.00	195,131.00	9,483.96	55,199.24	66.56	74,682.20	65,249.56
180	36	63	SUPPLIES AND MATERIALS	379,034.00	381,268.00	14,162.92	58,761.92	46.84	119,815.47	202,690.61
180	36	64	OTHER OPERATING EXPENSES	432,960.00	433,975.00	59,819.24	119,909.62	31.70	17,658.81	296,406.57
180	36	--	COCURR./EXTRACURR.ACTIVITIES	1,113,293.00	1,100,293.00	89,314.86	241,705.75	41.25	212,156.48	646,430.77
51			PLANT MAINTENANCE & OPERATIONS							
180	51	62	PURCHASE & CONTRACTED SVS	5,000.00	5,000.00	818.21	1,227.38	24.55	0.00	3,772.62
180	51	--	PLANT MAINTENANCE & OPERATIONS	5,000.00	5,000.00	818.21	1,227.38	24.55	0.00	3,772.62
180	--	--	Expense	1,118,293.00	1,105,293.00	90,133.07	242,933.13	41.17	212,156.48	650,203.39
180	--	--	ATHLETIC DEPARTMENT FUND	-753,071.00	-740,071.00	-13,269.18	-112,332.41	43.85	-212,156.48	-415,582.11

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
197			Insurance Claims Snow 2021							
E			Expense							
11			INSTRUCTION							
197	11	62	PURCHASE & CONTRACTED SVS	0.00	0.00	2,954.00	2,954.00	0.00	1,400.00	-4,354.00
197	11	63	SUPPLIES AND MATERIALS	0.00	0.00	9,458.07	10,932.17	0.00	15,481.11	-26,413.28
197	11	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	0.00	0.00	27,171.00	0.00	0.00	-27,171.00
197	11	--	INSTRUCTION	0.00	0.00	12,412.07	41,057.17	0.00	16,881.11	-57,938.28
12			INST. RESOURCES & MEDIA SVCS							
197	12	63	SUPPLIES AND MATERIALS	0.00	0.00	201.62	201.62	0.00	3,761.56	-3,963.18
197	12	--	INST. RESOURCES & MEDIA SVCS	0.00	0.00	201.62	201.62	0.00	3,761.56	-3,963.18
23			SCHOOL LEADERSHIP							
197	23	63	SUPPLIES AND MATERIALS	0.00	0.00	4,768.10	4,768.10	0.00	2,449.56	-7,217.66
197	23	--	SCHOOL LEADERSHIP	0.00	0.00	4,768.10	4,768.10	0.00	2,449.56	-7,217.66
31			GUIDANCE & COUNSELING							
197	31	63	SUPPLIES AND MATERIALS	0.00	0.00	1,244.28	1,244.28	0.00	135.00	-1,379.28
197	31	--	GUIDANCE & COUNSELING	0.00	0.00	1,244.28	1,244.28	0.00	135.00	-1,379.28
33			HEALTH SERVICES							
197	33	63	SUPPLIES AND MATERIALS	0.00	0.00	78.68	78.68	0.00	0.00	-78.68
197	33	--	HEALTH SERVICES	0.00	0.00	78.68	78.68	0.00	0.00	-78.68
36			COCURR./EXTRACURR.ACTIVITIES							
197	36	63	SUPPLIES AND MATERIALS	0.00	0.00	0.00	0.00	0.00	4,812.50	-4,812.50
197	36	--	COCURR./EXTRACURR.ACTIVITIES	0.00	0.00	0.00	0.00	0.00	4,812.50	-4,812.50

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<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
197			Insurance Claims Snow 2021							
E			Expense							
51			PLANT MAINTENANCE & OPERATIONS							
197	51	62	PURCHASE & CONTRACTED SVS	0.00	0.00	232,157.13	866,038.67	0.00	2,259,335.62	-3,125,374.29
197	51	63	SUPPLIES AND MATERIALS	0.00	0.00	0.00	690.60	0.00	0.00	-690.60
197	51	--	PLANT MAINTENANCE & OPERATIONS	0.00	0.00	232,157.13	866,729.27	0.00	2,259,335.62	-3,126,064.89
197	--	--	Expense	0.00	0.00	250,861.88	914,079.12	0.00	2,287,375.35	-3,201,454.47
197	--	--	Insurance Claims Snow 2021	0.00	0.00	-250,861.88	-914,079.12	0.00	-2,287,375.35	3,201,454.47

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
198			COVID 19							
R			Revenue							
00										
198	00	58	STATE PROGRAM REVENUES	22,094.00	0.00	0.00	0.00	0.00	0.00	0.00
198	00	--		22,094.00	0.00	0.00	0.00	0.00	0.00	0.00
198	--	--	Revenue	22,094.00	0.00	0.00	0.00	0.00	0.00	0.00

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
198			COVID 19							
E			Expense							
11			INSTRUCTION							
198	11	61	PAYROLL COSTS	303,629.00	0.00	0.00	0.00	0.00	0.00	0.00
198	11	--	INSTRUCTION	303,629.00	0.00	0.00	0.00	0.00	0.00	0.00
198	--	--	Expense	303,629.00	0.00	0.00	0.00	0.00	0.00	0.00
198	--	--	COVID 19	-281,535.00	0.00	0.00	0.00	0.00	0.00	0.00

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<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>2021-22</u> <u>Original Budget</u>	<u>2021-22</u> <u>Revised Budget</u>	<u>September 2021-22</u> <u>Monthly Activity</u>	<u>2021-22</u> <u>FYTD Activity</u>	<u>2021-22</u> <u>FYTD %</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
199			GENERAL FUND							
R			Revenue							
00										
199	00	57	REVENUE-LOCAL & INTERMED	64,618,641.00	64,618,641.00	152,235.76	532,938.17	0.82	0.00	64,085,702.83
199	00	58	STATE PROGRAM REVENUES	45,280,777.00	45,302,871.00	7,586,795.60	8,440,633.84	18.63	0.00	36,862,237.16
199	00	59	FEDERAL PROGRAM REVENUES	1,516,000.00	1,516,000.00	15,694.49	10,321.35	-6.04	-101,845.42	1,607,524.07
199	00	79	OTHER RESOURCES	2,700,000.00	2,700,000.00	2,287,607.34	2,287,607.34	84.73	0.00	412,392.66
199	00	--		114,115,418.00	114,137,512.00	10,042,333.19	11,271,500.70	9.79	-101,845.42	102,967,856.72
199	--	--	Revenue	114,115,418.00	114,137,512.00	10,042,333.19	11,271,500.70	9.79	-101,845.42	102,967,856.72

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND FUNC OB OBJ</u>				<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
199	GENERAL FUND									
E	Expense									
11	INSTRUCTION									
199	11	61	PAYROLL COSTS	50,062,887.00	50,385,971.00	9,167,614.20	10,028,177.88	19.90	0.00	40,357,793.12
199	11	62	PURCHASE & CONTRACTED SVS	712,235.00	711,626.00	42,670.81	68,581.19	78.85	492,517.65	150,527.16
199	11	63	SUPPLIES AND MATERIALS	7,027,935.00	7,056,969.00	6,124,398.94	6,684,095.60	99.28	322,153.24	50,720.16
199	11	64	OTHER OPERATING EXPENSES	144,223.00	144,338.00	16,173.87	16,616.17	14.05	3,668.01	124,053.82
199	11	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	15,137.00	0.00	0.00	100.00	15,136.70	0.30
199	11	--	INSTRUCTION	57,947,280.00	58,314,041.00	15,350,857.82	16,797,470.84	30.23	833,475.60	40,683,094.56
12	INST. RESOURCES & MEDIA SVCS									
199	12	61	PAYROLL COSTS	803,647.00	803,647.00	163,777.77	174,554.24	21.72	0.00	629,092.76
199	12	62	PURCHASE & CONTRACTED SVS	580.00	580.00	0.00	0.00	0.00	0.00	580.00
199	12	63	SUPPLIES AND MATERIALS	111,250.00	111,156.00	25,035.50	25,960.16	39.28	17,706.67	67,489.17
199	12	64	OTHER OPERATING EXPENSES	2,066.00	2,160.00	0.00	0.00	8.10	175.00	1,985.00
199	12	--	INST. RESOURCES & MEDIA SVCS	917,543.00	917,543.00	188,813.27	200,514.40	23.80	17,881.67	699,146.93
13	CURRICULUM DEV.& INST.STF DEV									
199	13	61	PAYROLL COSTS	1,347,257.00	1,346,257.00	187,870.26	312,012.58	23.18	0.00	1,034,244.42
199	13	62	PURCHASE & CONTRACTED SVS	100,950.00	107,370.00	13,096.30	14,496.30	84.24	75,952.44	16,921.26
199	13	63	SUPPLIES AND MATERIALS	32,650.00	25,612.00	2,136.44	3,775.32	21.01	1,605.75	20,230.93
199	13	64	OTHER OPERATING EXPENSES	220,627.00	228,675.00	71,355.28	80,637.81	50.32	34,425.18	113,612.01
199	13	--	CURRICULUM DEV.& INST.STF DEV	1,701,484.00	1,707,914.00	274,458.28	410,922.01	30.62	111,983.37	1,185,008.62
21	INSTRUCTIONAL LEADERSHIP									
199	21	61	PAYROLL COSTS	975,203.00	975,203.00	68,151.16	221,578.45	22.72	0.00	753,624.55
199	21	62	PURCHASE & CONTRACTED SVS	8,130.00	7,410.00	382.96	2,007.06	73.52	3,441.00	1,961.94
199	21	63	SUPPLIES AND MATERIALS	24,100.00	25,174.00	3,387.05	5,045.74	22.25	554.59	19,573.67
199	21	64	OTHER OPERATING EXPENSES	25,993.00	25,639.00	1,976.61	3,472.24	17.96	1,131.56	21,035.20
199	21	--	INSTRUCTIONAL LEADERSHIP	1,033,426.00	1,033,426.00	73,897.78	232,103.49	22.96	5,127.15	796,195.36

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<u>FUND    FUNC    OB    OBJ</u>				<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
199	GENERAL FUND									
E	Expense									
23	SCHOOL LEADERSHIP									
199	23	61	PAYROLL COSTS	5,021,967.00	5,022,152.00	750,071.16	1,269,897.21	25.29	0.00	3,752,254.79
199	23	62	PURCHASE & CONTRACTED SVS	6,350.00	7,169.90	0.00	971.90	41.84	2,028.00	4,170.00
199	23	63	SUPPLIES AND MATERIALS	53,970.00	50,751.00	12,134.90	19,973.59	40.21	432.20	30,345.21
199	23	64	OTHER OPERATING EXPENSES	55,285.00	57,499.10	3,203.20	11,932.35	25.71	2,852.05	42,714.70
199	23	--	SCHOOL LEADERSHIP	5,137,572.00	5,137,572.00	765,409.26	1,302,775.05	25.46	5,312.25	3,829,484.70
31	GUIDANCE & COUNSELING									
199	31	61	PAYROLL COSTS	3,367,582.00	3,367,583.00	510,572.61	771,067.53	22.90	0.00	2,596,515.47
199	31	62	PURCHASE & CONTRACTED SVS	1,500.00	2,063.00	650.00	650.00	31.51	0.00	1,413.00
199	31	63	SUPPLIES AND MATERIALS	52,229.00	51,605.00	1,205.27	32,286.47	65.72	1,630.21	17,688.32
199	31	64	OTHER OPERATING EXPENSES	18,850.00	18,910.00	4,866.49	5,470.49	41.83	2,439.75	10,999.76
199	31	--	GUIDANCE & COUNSELING	3,440,161.00	3,440,161.00	517,294.37	809,474.49	23.65	4,069.96	2,626,616.55
33	HEALTH SERVICES									
199	33	61	PAYROLL COSTS	1,023,012.00	1,023,013.00	186,727.01	208,067.78	20.34	0.00	814,945.22
199	33	62	PURCHASE & CONTRACTED SVS	41,085.00	41,166.00	910.00	910.00	2.21	0.00	40,256.00
199	33	63	SUPPLIES AND MATERIALS	46,183.00	46,551.00	1,457.19	3,013.24	8.22	811.26	42,726.50
199	33	64	OTHER OPERATING EXPENSES	3,970.00	4,020.00	0.00	200.00	4.98	0.00	3,820.00
199	33	--	HEALTH SERVICES	1,114,250.00	1,114,750.00	189,094.20	212,191.02	19.11	811.26	901,747.72
34	PUPIL TRANSPORTATION									
199	34	61	PAYROLL COSTS	2,150,233.00	2,150,233.00	358,537.04	476,905.57	22.18	0.00	1,673,327.43
199	34	62	PURCHASE & CONTRACTED SVS	146,500.00	150,500.00	5,950.71	41,889.80	34.64	10,244.97	98,365.23
199	34	63	SUPPLIES AND MATERIALS	518,501.00	508,501.00	69,732.84	143,606.33	32.47	21,516.65	343,378.02
199	34	64	OTHER OPERATING EXPENSES	-275,425.00	-269,425.00	-55,630.57	18,417.65	-6.84	0.00	-287,842.65
199	34	--	PUPIL TRANSPORTATION	2,539,809.00	2,539,809.00	378,590.02	680,819.35	28.06	31,761.62	1,827,228.03



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				Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %	Amount	Balance
FUND	FUNC	OB	OBJ							
199			GENERAL FUND							
E			Expense							
36			COCURR./EXTRACURR.ACTIVITIES							
199	36	61	PAYROLL COSTS	2,564,191.00	2,551,691.00	326,779.40	521,485.96	20.44	0.00	2,030,205.04
199	36	62	PURCHASE & CONTRACTED SVS	130,176.00	130,176.00	22,508.96	43,022.37	41.53	11,035.54	76,118.09
199	36	63	SUPPLIES AND MATERIALS	100,142.00	104,837.00	12,825.73	13,435.63	31.11	19,174.59	72,226.78
199	36	64	OTHER OPERATING EXPENSES	583,627.00	585,232.00	23,262.74	39,113.92	13.59	40,439.00	505,679.08
199	36	--	COCURR./EXTRACURR.ACTIVITIES	3,378,136.00	3,371,936.00	385,376.83	617,057.88	20.40	70,649.13	2,684,228.99
41			GENERAL ADMINISTRATION							
199	41	61	PAYROLL COSTS	2,675,978.00	2,676,084.00	210,844.59	604,657.86	22.59	0.00	2,071,426.14
199	41	62	PURCHASE & CONTRACTED SVS	826,111.00	801,751.00	77,512.77	128,526.83	68.71	422,373.68	250,850.49
199	41	63	SUPPLIES AND MATERIALS	140,449.00	152,561.00	38,639.15	53,552.06	64.60	44,998.58	54,010.36
199	41	64	OTHER OPERATING EXPENSES	199,153.00	211,295.00	3,823.52	78,753.67	51.71	30,510.31	102,031.02
199	41	--	GENERAL ADMINISTRATION	3,841,691.00	3,841,691.00	330,820.03	865,490.42	35.49	497,882.57	2,478,318.01
51			PLANT MAINTENANCE & OPERATIONS							
199	51	61	PAYROLL COSTS	4,501,709.00	4,501,709.00	331,437.94	939,426.00	20.87	0.00	3,562,283.00
199	51	62	PURCHASE & CONTRACTED SVS	3,548,070.00	3,548,470.00	440,179.10	788,913.78	37.95	557,582.07	2,201,974.15
199	51	63	SUPPLIES AND MATERIALS	821,610.00	821,810.00	87,912.72	191,069.26	41.26	148,022.78	482,717.96
199	51	64	OTHER OPERATING EXPENSES	1,145,830.00	1,145,230.00	3,213.68	950,655.96	89.12	70,000.00	124,574.04
199	51	66	CPTL OUTLY LAND BLDG & EQUIP	30,500.00	30,500.00	0.00	0.00	0.00	0.00	30,500.00
199	51	--	PLANT MAINTENANCE & OPERATIONS	10,047,719.00	10,047,719.00	862,743.44	2,870,065.00	36.28	775,604.85	6,402,049.15
52			SECURITY & MONITORING SERVICES							
199	52	61	PAYROLL COSTS	324,430.00	324,431.00	53,471.47	56,967.01	17.56	0.00	267,463.99
199	52	62	PURCHASE & CONTRACTED SVS	967,030.00	967,030.00	610.00	4,099.00	97.37	937,495.82	25,435.18
199	52	63	SUPPLIES AND MATERIALS	154,782.00	154,781.00	9,175.10	33,602.35	34.70	20,113.47	101,065.18
199	52	64	OTHER OPERATING EXPENSES	55,500.00	55,500.00	5,227.39	10,752.39	90.44	39,441.67	5,305.94
199	52	--	SECURITY & MONITORING SERVICES	1,501,742.00	1,501,742.00	68,483.96	105,420.75	73.41	997,050.96	399,270.29

MIDLOTHIAN I.S.D.  
Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

10/06/21

				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered	
	FUND	FUNC	OB	OBJ	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %	Amount	Balance
199				GENERAL FUND							
E				Expense							
53				DATA PROCESSING SERVICES							
	199	53	61	PAYROLL COSTS	1,419,068.00	1,419,068.00	115,239.62	318,451.59	22.44	0.00	1,100,616.41
	199	53	62	PURCHASE & CONTRACTED SVS	42,450.00	47,275.30	22,755.80	22,823.30	80.15	15,068.40	9,383.60
	199	53	63	SUPPLIES AND MATERIALS	588,840.00	533,152.70	71,534.15	265,982.15	56.91	37,446.79	229,723.76
	199	53	64	OTHER OPERATING EXPENSES	15,035.00	15,035.00	3,562.02	3,630.02	48.37	3,642.54	7,762.44
	199	53	--	DATA PROCESSING SERVICES	2,065,393.00	2,014,531.00	213,091.59	610,887.06	33.11	56,157.73	1,347,486.21
61				COMMUNITY SERVICES							
	199	61	61	PAYROLL COSTS	0.00	0.00	0.00	2,644.47	0.00	0.00	-2,644.47
	199	61	--	COMMUNITY SERVICES	0.00	0.00	0.00	2,644.47	0.00	0.00	-2,644.47
95				PYMTS.TO JJAEP PROGRAMS							
	199	95	62	PURCHASE & CONTRACTED SVS	75,000.00	75,000.00	0.00	0.00	0.00	0.00	75,000.00
	199	95	--	PYMTS.TO JJAEP PROGRAMS	75,000.00	75,000.00	0.00	0.00	0.00	0.00	75,000.00
97				PAYMENTS TO TAX INCREMENT FUND							
	199	97	64	OTHER OPERATING EXPENSES	17,486,573.00	17,486,573.00	0.00	0.00	0.00	0.00	17,486,573.00
	199	97	--	PAYMENTS TO TAX INCREMENT FUND	17,486,573.00	17,486,573.00	0.00	0.00	0.00	0.00	17,486,573.00
99				Tax Costs							
	199	99	62	PURCHASE & CONTRACTED SVS	661,600.00	661,600.00	142,319.93	142,319.93	98.43	508,878.93	10,401.14
	199	99	--	Tax Costs	661,600.00	661,600.00	142,319.93	142,319.93	98.43	508,878.93	10,401.14
	199	--	--	Expense	112,889,379.00	113,206,008.00	19,741,250.78	25,860,156.16	26.30	3,916,647.05	83,429,204.79
	199	--	--	GENERAL FUND	1,226,039.00	931,504.00	-9,698,917.59	-14,588,655.46	-1,997.54	-4,018,492.47	19,538,651.93

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MIDLOTHIAN I.S.D.  
Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

10/06/21

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered	
	FUND	FUNC	OB	OBJ	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %	Amount	Balance
240				FOOD SERVICE							
E				Expense							
35				FOOD SERVICES							
240	35	61		PAYROLL COSTS	79,876.00	79,876.00	8,353.22	17,342.62	21.71	0.00	62,533.38
240	35	62		PURCHASE & CONTRACTED SVS	3,458,100.00	3,450,600.00	168,681.67	245,809.91	7.14	663.10	3,204,126.99
240	35	63		SUPPLIES AND MATERIALS	216,124.00	223,624.00	2,082.88	43,987.36	33.36	30,602.71	149,033.93
240	35	64		OTHER OPERATING EXPENSES	3,500.00	3,500.00	8.13	8.13	85.95	3,000.00	491.87
240	35	66		CPTL OUTLY LAND BLDG & EQUIP	0.00	0.00	0.00	0.00	0.00	37,323.80	-37,323.80
240	35	--		FOOD SERVICES	3,757,600.00	3,757,600.00	179,125.90	307,148.02	10.08	71,589.61	3,378,862.37
51				PLANT MAINTENANCE & OPERATIONS							
240	51	61		PAYROLL COSTS	6,500.00	6,500.00	0.00	0.00	0.00	0.00	6,500.00
240	51	62		PURCHASE & CONTRACTED SVS	51,000.00	51,000.00	160.00	200.00	0.39	0.00	50,800.00
240	51	--		PLANT MAINTENANCE & OPERATIONS	57,500.00	57,500.00	160.00	200.00	0.35	0.00	57,300.00
240	--	--		Expense	3,815,100.00	3,815,100.00	179,285.90	307,348.02	9.93	71,589.61	3,436,162.37
240	--	--		FOOD SERVICE	89,903.00	89,903.00	303,498.30	279,258.88	230.99	-71,589.61	-117,766.27

Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
599			DEBT SERVICE							
R			Revenue							
00										
599	00	57	REVENUE-LOCAL & INTERMED	32,828,848.00	32,828,848.00	18,787.27	172,512.03	0.53	0.00	32,656,335.97
599	00	58	STATE PROGRAM REVENUES	299,485.00	299,485.00	0.00	0.00	0.00	0.00	299,485.00
599	00	--		33,128,333.00	33,128,333.00	18,787.27	172,512.03	0.52	0.00	32,955,820.97
599	--	--	Revenue	33,128,333.00	33,128,333.00	18,787.27	172,512.03	0.52	0.00	32,955,820.97

MIDLOTHIAN I.S.D.  
Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

10/06/21

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				2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
				<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
<u>FUND</u>	<u>FUNC</u>	<u>OB</u>	<u>OBJ</u>							
599			DEBT SERVICE							
E			Expense							
71			DEBT SERVICES							
599	71	65	DEBT SERVICE	33,128,333.00	33,128,333.00	1,500.00	8,008,603.85	24.22	14,750.00	25,104,979.15
599	71	--	DEBT SERVICES	33,128,333.00	33,128,333.00	1,500.00	8,008,603.85	24.22	14,750.00	25,104,979.15
599	--	--	Expense	33,128,333.00	33,128,333.00	1,500.00	8,008,603.85	24.22	14,750.00	25,104,979.15
599	--	--	DEBT SERVICE	0.00	0.00	17,287.27	-7,836,091.82	0.00	-14,750.00	7,850,841.82

MIDLOTHIAN I.S.D.  
Comparison of Revenues and Expenditures to Budget (Date: 9/2021)

10/06/21

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<u>FUND</u> <u>FUNC</u> <u>OB</u> <u>OBJ</u>	2021-22	2021-22	September 2021-22	2021-22	2021-22	Encumbered	Unencumbered
	<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Amount</u>	<u>Balance</u>
Grand Revenue Totals	151,626,758.00	151,626,758.00	10,622,151.24	12,184,072.95	7.97	-101,845.42	139,544,530.47
Grand Expense Totals	151,536,855.00	151,536,855.00	20,300,475.40	35,382,798.60	27.65	6,511,329.67	109,642,726.73
Grand Totals	89,903.00	89,903.00	9,678,324.16	23,198,725.65	????????	6,613,175.09	29,901,803.74
	Profit	Profit	Loss	Loss		Loss	Profit

Number of Accounts: 4815

\*\*\*\*\* End of report \*\*\*\*\*

Projected Capital Project Needs  
As of October 19, 2020  
Fund Balance Report

	2016 Bonds	General Fund Balance-Assigned for Construction	Nonspendable Fund Balance for Inventories and Prepaid Items	Committed Fund Balance for Capital Expenditures & Equipment	Unassigned Fund Balance	Total Fund Balance
Current Year Capital Expenditures and Equipment <u>Audited June 30, 2020 Balance</u>	\$ 126,099,903	\$ 13,500,000	\$ 47,633	\$ 3,167,888	\$ 15,453,365	\$ 32,168,886
Current Year Adjustments to Fund Balance				5,898,846	(5,898,846)	-
July - September Interest Revenue	58,442					
July - September Expenses	(7,158,045)					
	(7,099,603)	-	-	5,898,846	(5,898,846)	-
<u>Estimated Balances as of October 19, 2020</u>	<u>\$ 119,000,300</u>	<u>\$ 13,500,000</u>	<u>\$ 47,633</u>	<u>\$ 9,066,734</u>	<u>\$ 9,554,519</u>	<u>\$ 32,168,886</u>
<u>Other Proposed Projects for Transportation, Athletics, Maintenance and Technology (Replacement Schedules)</u>						
Fiscal Year 2020-21				9,066,734		9,066,734
Fiscal Year 2021-22					7,813,918	7,813,918
Fiscal Year 2022-23					364,541	364,541
Fiscal Year 2023-24					508,957	508,957
Fiscal Year 2024-25					650,394	650,394
Total Est. Project Costs Fiscal Years 2021-25		-	-	9,066,734	9,337,810	18,404,544
<u>Estimated Balances as of June 30, 2025</u>		<u>\$ 13,500,000</u>	<u>\$ 47,633</u>	<u>\$ -</u>	<u>\$ 216,709</u>	<u>\$ 13,764,342</u>

Recommendations for 2020-21 Fund Balance Uses

COVID Expenses

Approved at July 20, 2020 Board Meeting

EPSLA 3 additional days	\$ 450,000
15 Full Time Substitutes	400,000
Proctor Substitutes	100,000
30 Custodians	810,000
Buses	394,228

Approved at August 4, 2020 Board Meeting

ZOOM webinar service for virtual classroom instruction	70,000
Proctoria Solutions for proctoring virtual learning	65,000

Replacement Schedules 2020-2021

Band Instruments per replacement schedule	97,856
Athletics per replacement schedule	25,000
Maintenance per replacement schedule	6,454,650
Technology per replacement schedule	200,000
Total Estimated Capital Projects	<u>\$ 9,066,734</u>



**FIRST FINANCIAL BANK****September 2021 Statement**

Page 1 of 3

Open Date: 08/04/2021 Closing Date: 09/02/2021

Account:

**Visa® Community Card**  
MIDLOTHIAN IDS**Cardmember Service**  
BUS 30 ELN 8**1-866-552-8855**  
2

<b>New Balance</b>	<b>\$5,472.22</b>
<b>Minimum Payment Due</b>	<b>\$5,472.22</b>
<b>Payment Due Date</b>	<b>10/01/2021</b>

**Late Payment Warning:** As a reminder, your card is a pay in full product. If we do not receive your payment in full by the date listed above, a fee of either 3.00% of the payment due or \$39.00 minimum, whichever is greater, will apply.

**Activity Summary**

Previous Balance	+	\$3,453.86
Payments		\$0.00
Other Credits		\$0.00
Purchases	+	\$1,906.79
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$111.57
Interest Charged		\$0.00
<b>New Balance</b>	<b>=</b>	<b>\$5,472.22</b>
<b>Past Due</b>		<b>\$3,453.00</b>
<b>Minimum Payment Due</b>		<b>\$5,472.22</b>
Credit Line		\$20,000.00
Available Credit		\$14,527.78
Days in Billing Period		30

**Payment Options:**Mail payment coupon  
with a checkPay online at  
myaccountaccess.comPay by phone  
1-866-552-8855

Please detach and send coupon with check payable to: Cardmember Service CPN 002079425

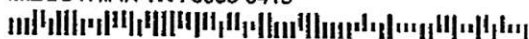
**FIRST FINANCIAL BANK**

0047985100666022160005472220005472225

24-Hour Cardmember Service: 1-866-552-8855

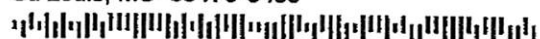
**to pay by phone**  
**to change your address**

000006235 01 SP 000638930428397 P Y

MIDLOTHIAN IDS  
ACCOUNTS PAYABLE  
100 WALTER STEPHENSON RD  
MIDLOTHIAN TX 76065-3418

<b>Account Number</b>	
<b>Payment Due Date</b>	<b>10/01/2021</b>
<b>New Balance</b>	<b>\$5,472.22</b>
<b>Minimum Payment Due</b>	<b>\$5,472.22</b>

Amount Enclosed \$ \_\_\_\_\_

**Cardmember Service**P.O. Box 790408  
St. Louis, MO 63179-0408

# FIRST FINANCIAL BANK

September 2021 Statement 08/04/2021 - 09/02/2021

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MIDLOTHIAN IDS

Cardmember Service

1-866-552-8855

## Important Messages

**Paying Interest:** You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

The minimum payment includes a past due amount which is payable immediately upon receipt of this statement. If this amount has already been mailed, please disregard this notice. If you cannot immediately forward this past due amount, please contact our collection department at 1-877-838-4347 to make other suitable arrangements for payment.

Speed through checkout with the added security and convenience of PayPal. Go to the Mobile App or manage your account online. Link your card to PayPal today.

Please note, for the Auto Rental Collision Damage Waiver, Extended Warranty Protection and Purchase Security benefits, coverage is not provided for losses caused by or resulting from a cyber incident. You can find additional detail here <https://www.chubb.com/us-en/cyberlimitation.html>

## Transactions NORRIS, JAMES T Credit Limit \$20000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
08/13	08/12	2360	WIRIS.COM HTTPS:WIRIS.CO CA	\$39.95	✓ 1
08/16	08/12	8483	SAMSLUB.COM 888-746-7726 AR 9022200014	\$214.96	2
08/19	08/18	4752	ADOBE CREATIVE CLOUD 408-536-6000 CA ADRINA E RON WORK, WA OUTAS	\$359.88	✓ 3
08/25	08/24	0065	PY *Mexican American S 956-4607633 TX	\$300.00	✓ 4
08/25	08/24	5104	DNH*GODADDY.COM 480-5058855 AZ ADRIANA E RON WORKING ON THIS	\$20.17	5
08/27	08/26	0771	TX EDUCATN AGY CERT EGOV.COM TX	\$57.00	✓ 6
08/30	08/27	7439	KALAHARI RESORT - TX - 999-9999999 TX 9112200113	\$179.00	✓ 7
08/30	08/27	7447	KALAHARI RESORT - TX - 999-9999999 TX 9112200114	\$179.00	✓ 8
08/31	08/30	1722	MIXLR PREMIUM PLUS LONDON GB	\$199.00	✓ 9
08/31	08/30	4914	MIXLR PREMIUM PLUS LONDON GB	\$199.00	✓ 10
Total for Account 4798 5100 6660 2224				\$1,747.96	

## Transactions YORK, TODD Credit Limit \$20000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
08/19	08/18	0018	VARIZOOM 512-219-7722 TX	\$158.83	✓ 11
Total for Account 4798 5100 6660 2240				\$158.83	

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SEP 18 2021  
FIDELITY INVESTMENT

Continued on Next Page

September 2021 Statement 08/04/2021 - 09/02/2021  
MIDLOTHIAN IDS

Cardmember Service



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1-866-552-8855

### Transactions BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Fees</b>					
08/31	08/30	1722	FRGN TRANS FEE-MIXLR PREMIUM PLUS LO	\$3.98	✓ 12
08/31	08/30	4914	FRGN TRANS FEE-MIXLR PREMIUM PLUS LO	\$3.98	✓ 13
09/01	09/01		LATE FEE - PAYMENT DUE ON 09/01	\$103.61	14
			TOTAL FEES FOR THIS PERIOD	\$111.57	
			Total for Account	\$111.57	

### 2021 Totals Year-to-Date

Total Fees Charged in 2021	\$114.75
Total Interest Charged in 2021	\$0.00

### Interest Charge Calculation

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

\*\*APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00		\$0.00	0.00%	
**PURCHASES	\$5,472.22	\$4,183.66		\$0.00	0.00%	
**ADVANCES	\$0.00	\$0.00		\$0.00	0.00%	

### Contact Us



Voice: 1-866-552-8855  
TDD: 1-888-352-6455  
Fax: 1-866-807-9053



Questions  
Cardmember Service  
P.O. Box 6353  
Fargo, ND 58125-6353



Mail payment coupon with a check  
Cardmember Service  
P.O. Box 790408  
St. Louis, MO 63179-0408



Online  
myaccountaccess.com

End of Statement



MIDLOTHIAN IDS

## Link your credit card to PayPal today!!!

Experience faster checkouts, added security and convenience. It's all there for you when you link your card to PayPal.

Link your card in the Mobile App or online today.

Recent updates to your account may impact your eligibility to enroll in PayPal.

Sep-21	DATE	VENDOR	ORGANIZATION	DESCRIPTION	ACCOUNT	AMOUNT	
	12-Aug	WIRIS.COM	TECHNOLOGY	MICROSOFT OFFICE LICENSE	199.53.6398.00.911.0.99.911	39.95	1
	12-Aug	SAMSLUB.COM	CUSTODIAL	PAPER CONE CUPS	199.51.6399.00.999.0.99.999	214.96	2
	18-Aug	ADOBE CREATIVE CLOUD	R. BLAND	RENEWAL	199.41.6398.00.747.0.99.747	359.88	3
	24-Aug	PY MEXICAN AMERICAND	T. MCGREW	MASBA CONF REG - E. GONZALEZ	199.41.6495.00.702.0.99.702	300	4
	24-Aug	GODADDY.COM	R. BLAND	RENEWAL	461.36.6398.07.001.0.99.000	20.17	5
	26-Aug	TX EDUCATN AGY CERT	HR	EMERG EDU RENEWAL - KRISTI SMITH	199.41.6499.00.749.0.99.749	57	6
	27-Aug	KALAHARI RESORT TX	TECHNOLOGY	TSUG CONF HOTEL - J. MCWHORTER	199.53.6411.00.911.0.99.911	179	7
	27-Aug	KALAHARI RESORT TX	TECHNOLOGY	TSUG CONF HOTEL - ADAY & WILT	199.53.6411.00.911.0.99.911	179	8
	30-Aug	MIXLR PREMIUM PLUS	R. BLAND	ONLINE BROADCASTING	461.36.6398.07.001.0.99.000	199	9
	30-Aug	MIXLR PREMIUM PLUS	R. BLAND	ONLINE BROADCASTING	461.36.6398.07.001.0.99.000	199	10
	18-Aug	VARIZOOM	ATHLETICS	FOCUS CONTROL FOR CAMCORD	180.36.6397.00.850.0.91.850	158.83	11
	30-Aug	MIXLR PREMIUM PLUS	R. BLAND	ONLINE BROADCASTING FRGN FEE	461.36.6398.07.001.0.99.000	3.98	12
	30-Aug	MIXLR PREMIUM PLUS	R. BLAND	ONLINE BROADCASTING FRGN FEE	461.36.6398.07.001.0.99.000	3.98	13
	1-Sep	LATE FEE	FINANCE	MAIL DELAYED PAYMENT DUE 09/01	199.41.6499.00.750.0.99.750	103.61	14
						2018.36	

# Midlothian ISD

## Bond Expenditures Update

As of September 30, 2021

Bond Election	Project	Original Budget	Revised Budget	Expenditures	Committed	Earned Interest	Available Funds
Nov 2016							
<b>Fund 694</b>	<b>HVAC Replacement</b>						
	Longbranch Elementary	\$ 1,300,000	\$ 1,690,354	\$ 1,690,354	\$ -	\$ -	(0)
	Mt. Peak Elementary	\$ 1,300,000	\$ 1,737,819	\$ 1,737,819	\$ -	\$ -	0
	MISD Auxiliary Facility	\$ 400,000	\$ 443,981	\$ 443,982	\$ -	\$ -	(0)
	Vitovsky Elementary		\$ 2,461,757	\$ 2,461,757	\$ -	\$ -	0
	Irvin Elementary Rebuild	\$ 28,000,000	\$ 23,960,655	\$ 23,960,655	\$ -	\$ -	0
	Land Purchase		\$ 919,956	\$ 919,956		\$ -	-
	Technology Upgrades	\$ 18,000,000	\$ 18,000,000	\$ 14,406,140	\$ 3,114,636		\$ 479,224
	Dieterich Middle School (MS #3)	\$ 67,000,000	\$ 58,583,514	\$ 58,310,922	\$ 188,090		\$ 84,501
	Renovate MS Playing Fields						
	Frank Seale MS	\$ 2,000,000	\$ 1,904,176	\$ 1,904,176	\$ -	\$ -	(0)
	Walnut Grove MS	\$ 2,000,000	\$ 1,588,827	\$ 1,588,827	\$ -	\$ -	0
	MHS Baseball/Softball/Tennis/FH	\$ 6,000,000	\$ 12,616,393	\$ 12,616,393	\$ -	\$ -	-
	Land Purchase		\$ 919,956	\$ 919,956		\$ -	-
	Roesler Fieldhouse / Fields	\$ 25,000,000	\$ 15,009,673	\$ 15,009,673		\$ -	0
	Renovations to Existing Campuses	\$ 10,000,000	\$ -			\$ -	-
	Baxter Elementary		\$ 1,067,118	\$ 1,067,118	\$ -	\$ -	-
	Longbranch Elementary		\$ 772,039	\$ 772,039	\$ -	\$ -	-
	Mt. Peak Elementary		\$ 774,701	\$ 774,701	\$ -	\$ -	-
	Vitovsky Elementary		\$ 766,564	\$ 766,564	\$ -	\$ -	-
	Miller Elementary		\$ 747,959	\$ 747,959	\$ -	\$ -	0
	Frank Seale Middle School		\$ 1,177,790	\$ 1,177,790	\$ -	\$ -	-
	Walnut Grove Middle School		\$ 1,179,463	\$ 1,179,463	\$ -	\$ -	-
	Midlothian High School		\$ 2,428,346	\$ 2,428,346	\$ -	\$ -	0
	Heritage High School		\$ 11,880	\$ 11,880	\$ -	\$ -	-
	MHS Auditorium		\$ 929,135	\$ 929,135	\$ -	\$ -	0
	Roof Replacement						
	Longbranch Elementary	\$ 500,000	\$ 350,031	\$ 350,031	\$ -	\$ -	-
	Mt. Peak Elementary	\$ 500,000	\$ 350,031	\$ 350,031	\$ -	\$ -	-
	Vitovsky Elementary	\$ -	\$ 349,902	\$ 349,902	\$ -	\$ -	-
	MILE/Jenkins/DAEP		\$ 1,300,157	\$ 758,048	\$ 542,108.64	\$ -	-
	Baxter Elementary		\$ 1,580,859	\$ 1,461,206	\$ 119,653.32	\$ -	0
	Frank Seale Middle School		\$ 2,127,686	\$ 1,955,442	\$ 172,243.49	\$ -	-
	Hill Support Center		\$ 461,951	\$ 102,288	\$ 359,662.91	\$ -	0
	Mills Administration		\$ 706,211	\$ 389,915	\$ 316,295.35	\$ -	(0)
	MILE & Jenkins (Irvin Renovations)	\$ 2,000,000	\$ 5,410,985	\$ 5,405,734	\$ 5,251	\$ -	(0)
	Randall Hill Support Center (Jenkins)	\$ 1,000,000	\$ 2,000,000	\$ 1,836,678	\$ 64,361	\$ -	\$ 98,962
	Jean Coleman Elementary	\$ 32,000,000	\$ 29,591,903	\$ 5,460,652	\$ 21,324,109	\$ -	\$ 2,807,142
	Multi-Purpose Stadium	\$ 3,000,000	\$ 3,000,000	\$ 76,813	\$ 40,688	\$ -	\$ 2,882,500
	Heritage HS Additions	\$ 68,000,000	\$ 63,659,470	\$ 35,599,725	\$ 23,778,772	\$ -	\$ 4,280,972
	Land - School Sites	\$ -	\$ 5,489,771	\$ (454,141)	\$ 5,023,510	\$ -	\$ 920,402
	Special Projects/Paid by Interest						
	Longbranch Elementary Parking		\$ 787,120	\$ 787,120	\$ -	\$ -	-
	Mt. Peak Elementary Parking		\$ 525,367	\$ 525,367	\$ -	\$ -	-
	Baxter Video Marquee		\$ 34,064	\$ 34,064	\$ -	\$ -	-
	Vitovsky Video Marquee		\$ 35,264	\$ 35,264	\$ -	\$ -	-
	Longbranch Video Marquee		\$ 34,995	\$ 34,995	\$ -	\$ -	-
	Mt. Peak Video Marquee		\$ 34,995	\$ 34,995	\$ -	\$ -	-
	MISD Stadium Concessions		\$ 62,287	\$ 62,287	\$ -	\$ -	-
	FSMS Bus Drive		\$ 180,994	\$ 180,994	\$ -	\$ -	-
	MHS Arena		\$ 688,565	\$ 154,261	\$ 534,305	\$ -	(0)
	Old Bus Barn Demo		\$ 210,000	\$ 10,500	\$ 8,000	\$ -	\$ 191,500
	Safety & Security		\$ 334,847	\$ 37,062	\$ 297,785	\$ -	-
	Unallocated	\$ -	\$ 1,928,986	\$ -	\$ -	\$ -	\$ 1,928,986
	Earned Interest	\$ -	\$ (2,928,499)	\$ -	\$ -	\$ 4,702,651	\$ 1,774,152
<b>Total</b>		<b>\$ 268,000,000</b>	<b>\$ 268,000,000</b>	<b>\$ 201,364,840</b>	<b>\$ 55,889,470</b>	<b>\$ 4,702,651</b>	<b>\$ 15,448,341</b>

Cash Recap		Sources	Expenditures	Earned Interest		
	2017-A Bonds	\$ 28,000,000				
	2017-B Bonds	\$ 40,000,000				
	2018 Bonds	\$ 80,000,000				
	2020 Bonds	\$ 120,000,000				
	<b>Totals</b>	<b>\$ 268,000,000</b>	<b>\$ 201,364,840</b>	<b>\$ 4,702,650.61</b>	<b>Cash Balance</b>	<b>\$ 71,337,811.10</b>
					<b>TexPool Balance</b>	<b>\$ 71,337,811.10</b>

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Replacement Schedules</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	Replacement Schedules as of September 30, 2021 are provided for Board review as information only.	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goal:</b>	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
<b>Administration Recommended Option:</b>	Information only	
<b>Motion:</b>	Information only – no motion needed	
<b>Presenter:</b>	Jim Norris	

**Midlothian ISD Replacement Schedule**  
**As of September 30, 2021**

Department	Status	Replacement Year	Replacement Cost	Total Replacement Costs by Year
Band Instruments		2021-2022	\$ 97,856	
Transportation		2021-2022	\$ 284,000	
Athletics		2021-2022	\$ 725,000	
Maintenance		2021-2022	\$ 1,536,150	
Technology		2021-2022	\$ -	
<b>Total replacements for FY 21-22</b>				<b>\$ 2,643,006</b>
Band Instruments		2022-2023	\$ 120,906	
Transportation		2022-2023	\$ 400,000	
Athletics		2022-2023	\$ 25,000	
Maintenance		2022-2023	\$ 2,810,000	
Technology		2022-2023	\$ -	
<b>Total replacements for FY 22-23</b>				<b>\$ 3,355,906</b>
Band Instruments		2023-2024	\$ 137,541	
Transportation		2023-2024	\$ 202,000	
Athletics		2023-2024	\$ 45,000	
Maintenance		2023-2024	\$ 4,388,250	
Technology		2023-2024	\$ -	
<b>Total replacements for FY 23-24</b>				<b>\$ 4,772,791</b>
Band Instruments		2024-2025	\$ 97,231	
Transportation		2024-2025	\$ 206,000	
Athletics		2024-2025	\$ 245,000	
Maintenance		2024-2025	\$ 600,000	
Technology		2024-2025	\$ -	
<b>Total replacements for FY 24-25</b>				<b>\$ 1,148,231</b>
Band Instruments		2025-2026	\$ 172,076	
Transportation		2025-2026	\$ 105,000	
Athletics		2025-2026	\$ 200,000	
Maintenance		2025-2026	\$ -	
Technology		2025-2026	\$ -	
<b>Total replacements for FY 25-26</b>				<b>\$ 477,076</b>
<b>Total 5 year replacements</b>				<b>\$ 12,397,010</b>

**Midlothian ISD Replacement Schedule**  
**As of September 30, 2021**

Department	Status	Replacement Year	Replacement Cost	Total Replacement Costs by Year
<b>Band</b>				
MHS Instruments		2021-2022	\$ 53,100	
FSMS Instruments		2021-2022	\$ 15,600	
WGMS Instruments		2021-2022	\$ 29,156	
<b>Total for 21-22</b>				<b>\$ 97,856</b>
MHS Instruments		2022-2023	\$ 57,100	
HHS Instruments		2022-2023	\$ 15,988	
FSMS Instruments		2022-2023	\$ 21,110	
WGMS Instruments		2022-2023	\$ 26,708	
<b>Total for 22-23</b>				<b>\$ 120,906</b>
MHS Instruments		2023-2024	\$ 91,650	
HHS Instruments		2023-2024	\$ -	
FSMS Instruments		2023-2024	\$ 15,613	
WGMS Instruments		2023-2024	\$ 30,278	
<b>Total for 23-24</b>				<b>\$ 137,541</b>
MHS Instruments		2024-2025	\$ 49,600	
HHS Instruments		2024-2025	\$ 7,581	
FSMS Instruments		2024-2025	\$ 31,700	
WGMS Instruments		2024-2025	\$ 8,350	
<b>Total for 24-25</b>				<b>\$ 97,231</b>
MHS Instruments		2025-2026	\$ 41,000	
HHS Instruments		2025-2026	\$ 81,293	
FSMS Instruments		2025-2026	\$ 32,483	
WGMS Instruments		2025-2026	\$ 17,300	
<b>Total for 25-26</b>				<b>\$ 172,076</b>
<b>Total 21-26</b>				<b>\$ 625,610</b>



**Midlothian ISD Replacement Schedule**  
**As of September 30, 2021**

Department	Mileage	Status	Replacement Year	Replacement Cost	Total Replacement Costs by Year
<b>Transportation</b>					
2009 Bluebird #61	109,561	Back up	2021-2022	\$ 100,000	
2009 Bluebird #62	116,824	Back Up	2021-2022	\$ 100,000	
2012 Chevy Suburban #T-12	117,851	Still in use	2021-2022	\$ 42,000	
2012 Chevy Suburban #T-14	96,601	Still in use	2021-2022	\$ 42,000	
<b>Total for 21-22</b>					<b>\$ 284,000</b>
2009 Bluebird #63	124,795	Back up	2022-2023	\$ 100,000	
2009 Bluebird #64	109,457	Back Up	2022-2023	\$ 100,000	
2010 International #71	78,966	Back up	2022-2023	\$ 100,000	
2010 Bluebird #72 Special Ed	120,572	Still in use	2022-2023	\$ 100,000	
<b>Total for 22-23</b>					<b>\$ 400,000</b>
2011 IC #74	93,827	Route	2023-2024	\$ 101,000	
2011 IC #75	88,030	Route	2023-2024	\$ 101,000	
<b>Total for 23-24</b>					<b>\$ 202,000</b>
2011 IC #76	817,844	Route	2024-2025	\$ 103,000	
2011 IC #77	84,080	Route	2024-2025	\$ 103,000	
<b>Total for 24-25</b>					<b>\$ 206,000</b>
2013 IC #78 Special Ed		Route	2025-2026	\$ 105,000	
<b>Total for 25-26</b>					<b>\$ 105,000</b>
<b>Total 21-26</b>					<b>\$ 1,197,000</b>
Price of Buses: Estimate only					

Back Up for Routes are used on Routes when normal Route buses are in for repairs or extra buses are needed for Extra/Co-Curricular Activities

**Midlothian ISD Replacement Schedule**  
**As of September 30, 2021**

Department	Status	Replacement Year	Replacement Cost	Total Replacement
<b>Athletics</b>				
<b>Turfs</b>				
MHHS Practice Field	Good	2021-2022	\$ 700,000	summer of 2022
				\$ 700,000
<b>Tennis Courts</b>				
MHS (old courts)		2021-2022	\$ 25,000	21-22 budget
FSMS (Sportspark split with City)		2022-2023	\$ 25,000	22-23 budget
HHS		2023-2024	\$ 45,000	23-24 budget
MHS (new courts)		2024-2025	\$ 45,000	24-25 budget
				\$ 140,000
<b>Track Surfaces</b>				
WGMS		2024-2025	\$ 100,000	
FSMS		2024-2025	\$ 100,000	
HHS		2025-2026	\$ 100,000	
MHS		2025-2026	\$ 100,000	
				\$ 400,000
<b>Total 21-26</b>				\$ 1,240,000

**Midlothian ISD Replacement Schedule**  
**As of September 30, 2021**

Department	Status	Replacement Year	Replacement Cost	Total Replacement Costs by Year	
Maintenance					
Flooring					
Multipurpose Stadium Press Box - carpet	Poor	2021-2022	\$ 20,000		
Auxilliary Building - carpet	Poor	2021-2022	\$ 21,000		
MHS 100 & 200 wings - carpet	Poor	2021-2022	\$ 262,500		
MHS 600,700,800 wings -carpet	Poor	2021-2022	\$ 307,650	\$ 611,150	
Longbranch - tile in bathrooms	Fair	2022-2023	\$ 100,000		
Longbranch- rubber tile	Fair	2022-2023	\$ 150,000		
Mt. Peak - tile in bathrooms	Fair	2022-2023	\$ 100,000		
Mr Peak -rubber tile	Fair	2022-2023	\$ 150,000		
Vitovsky - tile in bathrooms	Fair	2022-2023	\$ 100,000		
Vitovsky - rubber tile	Fair	2022-2023	\$ 150,000		
LA Mills -carpet	Fair	2022-2023	\$ 45,000		
LA Mills Old DAEP - carpet	Fair	2022-2023	\$ 15,000	\$ 810,000	
FSMS	Fair	2023-2024	\$ 191,250	\$ 191,250	
WGMS - carpet	Fair	2024-2025	\$ 450,000	\$ 450,000	
Total Flooring				\$	2,062,400
HVAC					
Baxter		2022-2023	\$ 1,500,000	\$ 1,500,000	
MHS		2023-2024	\$ 3,000,000	\$ 3,000,000	
Total HVAC				\$	4,500,000
Roof					
Old DAEP Administration	Poor	2021-2022	\$ 50,000		
MHS Old Fieldhouse	Poor	2021-2022	\$ 150,000		
MHS- Middle and South Wing	Poor	2021-2022	\$ 725,000	\$ 925,000	
MHS - Ag Building metal and Flat roof	Fair	2022-2023	\$ 500,000	\$ 500,000	
MHS-North Wing	Fair	2023-2024	\$ 1,197,000	\$ 1,197,000	
Auxilliary	Fair	2024-2025	\$ 150,000	\$ 150,000	
Total Roof				\$	2,772,000
Total 21-26				\$	9,334,400

**Midlothian ISD Replacement Schedule**  
**As of September 30, 2021**

**Technology**

<b>Year</b>	<b>Item/Project</b>	<b>Campus</b>	<b>Qty</b>	<b>Unit/Price</b>	<b>Total</b>
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**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>MOU Agreement with City of Midlothian To Use the Midlothian Ag Center for Off-Site Animal Evacuation Location</b>	
<b>Supporting Document(s):</b>	<b>Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b>	<b>Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b>
<b>Background Information:</b>	<p>This MOU is an agreement between the City of Midlothian and the Midlothian ISD to use the Ag Center as a location for an off-site animal evacuation location in a disaster situation.</p> <p>The attached MOU will go to the City for consideration on October 26<sup>th</sup>. Once approved by the City it will go to Ellis County Judge and the Emergency Management Service for approval.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	None	
<b>Policy:</b>	N/A	
<b>Administration Recommended Option:</b>	It is the recommendation of the Administration to partner with the city in the event of a disaster situation.	
<b>Motion:</b>	Information only.	
<b>Presenter:</b>	KayLynn Day / Tim Hicks	

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Revisions to Local Policy DEC (LOCAL) Bereavement Days Changed to Local Days</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>Currently, MISD employees receive 5 state days, 3 local days and 2 bereavement days. State days follow Texas public school employees to other districts within the state, local days rollover each year and accrue up to 30 days while employed with MISD, and 2 bereavement days are given each year. Bereavement days do not rollover at the end of the year.</p> <p>At the request of the Board, this information is being provided on changing the two (2) bereavement days to local days that would be eligible to roll into the next year if not used by the employee. This change would remove bereavement days for employees and allow for 5 state days and 5 local days.</p>	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	DEC (LOCAL)	
<b>District Goal:</b>	Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	
<b>Administration Recommended Option:</b>	Information only	
<b>Motion:</b>	Information only	
<b>Presenter:</b>	Dr. Shorr Heathcote	

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**PROPOSED REVISIONS: 9.27.2021**

**Leave  
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness  
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Leave  
Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

**Medical Certification**

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

**State Personal Leave**

The Board requires employees to differentiate the manner in which state personal leave is used.

**Nondiscretionary  
Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

**Discretionary Use**

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.



COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

*Request for  
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed three consecutive workdays.

**Local Leave**

Each employee shall earn ~~three~~ **five** paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 30 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

**~~Bereavement Leave~~**

~~An employee shall be granted two days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.~~

**Sick Leave Bank**

The District shall establish a sick leave bank that employees may join through contribution of local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.

The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

Appeal	An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.
<b>Military Leave</b>	<p>If an employee is absent from a position of employment by reason of involuntary military service and has been called to active duty in the uniformed services as described in DEC(LEGAL), that employee shall be entitled to certain reemployment rights and benefits under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) if all conditions outlined in DEC(LEGAL) are met.</p> <p>If an employee is called to active duty while on military leave for involuntary service, the District shall pay the difference in salary received from the military position and salary or wages from the position from which the person is on leave from the District. This benefit shall continue so long as the person is on military active duty up to, but not to exceed, five years.</p>
<b>Family and Medical Leave</b>	<p>FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.</p> <hr/> <p><b>Note:</b> See DECA(LEGAL) for provisions addressing FMLA.</p> <hr/>
Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.
Combined Leave for Spouses	When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**District Medical  
Leave Plan**

A part-time employee who does not meet eligibility requirements for family and medical leave as a result of the limited number of hours required for the position and who has been employed for one school year shall be eligible to participate in the District medical leave plan. The District medical leave plan grants a part-time employee the opportunity to receive up to six weeks of unpaid leave concurrently with any other leave to which he or she may be entitled under other policy provisions.

**Appeal**

An employee may appeal a decision regarding the District medical leave plan in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

**Temporary Disability  
Leave**

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'  
Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

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An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

**No Paid Leave  
Offset**

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Absences for court appearances related to an employee's personal business shall be deducted from the employee's personal leave.

**Payment for  
Accumulated Leave  
Upon Retirement**

The following leave provisions shall apply to state and local leave accumulated beginning on the effective date of January 7, 2019.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee has at least five years of service with the District.
3. The employee meets state eligibility requirements for retirement.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 30 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Expiration of All  
Available Leave**

If the employee has not already returned to work upon the expiration of all leave for which an employee has applied and is eligible, the District may deem the employee as having excessive absences.

**Excessive  
Absences**

An employee who has excessive absences during the school year may be recommended for nonrenewal or termination in accordance with this policy, other applicable policies, and applicable law. [See DCD and DF series]

"Excessive absence" shall mean failure to appear for work when no leave applies to the absence and the absence is not excused on any other basis provided in law or District policy. Elective leaves, if any, shall apply to and excuse an absence when the leave has been duly elected by the employee and approved by the District, and the absence qualifies for and falls within the leave period.

**Reemployment**

In the event the employee shall subsequently apply for reemployment with the District, the fact that the employee had previously taken leave and failed to return to work upon the expiration of the leave shall not be grounds for denial of new employment.

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>COVID Update</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	COVID Update:  This is a standing agenda item to discuss any changes in guidance or requirements related to COVID-19.	
<b>Fiscal Impact/Budget Function Code:</b>	N/A	
<b>Policy:</b>	N/A	
<b>District Goal:</b>	Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	
<b>Administration Recommended Option:</b>	Information only	
<b>Motion:</b>	Information only	
<b>Presenter:</b>	Dr. Shorr Heathcote	

**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

<b>Board Meeting Date:</b>	<b>October 18, 2021</b>	
<b>Item:</b>	<b>Consider Resolution for Remote Learning and Virtual Learning Platform</b>	
<b>Supporting Document(s):</b>	Electronic: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Hard Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Background Information:</b>	<p>The 87th Legislature approved Senate Bill 15 in September allowing Texas Public Schools the option to provide a remote (virtual) learning opportunity for students who meet eligibility requirements. Through this option, districts can receive ADA funding for students engaging in 240 minutes of learning daily in an asynchronous, synchronous or hybrid platform.</p> <p>Upon the time that a district chooses to provide remote learning, proposed revisions to the Student Attendance Accounting Handbook (SAAH) require local board policy to designate the instructional and attendance methods a district will use. Remote learning resolution will be attached</p> <p>MISD received 29 applications for students requesting to move to a remote learning environment. 26 students qualify based on criteria.</p> <p>A parent meeting will be held for committed remote learning families on Oct. 21, 2021 facilitated by Pearson representatives to provide in-depth program information.</p> <p>Upon district review of the vendors providing a comprehensive K-6 course offerings, Pearson Virtual Schools platform provides the critical elements needed to ensure students have the services needed to be successful in remote learning.</p> <p>Some Key Considerations:</p> <ul style="list-style-type: none"> <li>● High quality course offerings and lessons</li> <li>● Alignment to state standards</li> <li>● Varied learning methods</li> <li>● Texas certified teachers provided</li> <li>● Support to students and families</li> </ul>	

	<ul style="list-style-type: none"> <li>• Cost</li> </ul> <p>MISD Vendor <a href="#">Remote Learning Presentation</a></p> <p><a href="#">Pearson Quote</a> for 30 full-time student remote learning seats: \$105,540</p>
<b>Fiscal Impact/Budget Function Code:</b>	N/A
<b>Policy:</b>	N/A
<b>District Goal:</b>	GOAL 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
<b>Administration Recommended Option:</b>	<p><u>A. Resolution:</u> District administration recommends approving the resolution for virtual learning.</p> <p><u>B. Vendor Contractual Agreement:</u> District administration also recommends approving Pearson Blended Virtual Learning as the platform for students enrolled in MISD Remote Learning.</p>
<b>Motion:</b>	<p>A motion may state: "I move to approve the resolution for virtual learning."</p> <p>B. motion may state: "I move to approve Pearson as the provider for the MISD virtual learning platform for the 2021-2022 school year."</p>
<b>Presenter:</b>	Dr. Shorr Heathcote/Shelle Blaylock



# Midlothian ISD 2021-2022 Virtual Learning Plan

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October 18, 2021



# Critical Elements for Vendor Selection

- High quality course offerings and lessons available for all grade levels
- Alignment to state standards
- Varied learning methods within virtual environment
- Ability to support students with specialized needs
- Texas certified teachers provided for all coursework
- Access to full-time tutoring support
- Success findings of other districts using platform
- Reporting procedures provide district ability to monitor student progress and accurately report required data (grades, attendance)
- Parent “observer” access to learning portal and student progression
- Vendor communication tools/customer service mindset for families
- Cost



# Virtual Learning Student Requirements

- 4th-6th grade students must meet standard on all STAAR assessments from 20-21 school year OR an equivalent assessment this beginning of the year
- Kindergarten - 3rd grade students must meet Tier 1 requirements on universal screeners given this year
- All students have fewer than 10 unexcused absences in the 20-21 school year
- Semester grades from 20-21 school year in core subjects (math, RLA, writing, science and social studies) must be all above a 70 or a 2 on standards-based report cards



# Parent and Student Commitment

- Year-long commitment
- Parent or Guardian as a Daily Learning Coach
- Maintain attendance with 240 instructional minutes per day
  - K-2 - 330 minutes weekly live lesson time
  - 3-6 - 180 minutes weekly of live lesson time
- Students will come on campus for STAAR assessments
- Participate in the following courses:
  - Reading Language Arts:
  - Math
  - Science
  - Social Studies
  - Art, Music, and PE






Pearson | Connexus



# Virtual Platform Partner

## A Typical Student Day



Role	K-5	Grades 6
 Student	<ul style="list-style-type: none"><li>• 3-5 hours of learning</li><li>• 50-60% of day is virtual</li><li>• Very flexible schedule</li></ul>	<ul style="list-style-type: none"><li>• 5-6 hours of learning</li><li>• 60-70% of day is virtual</li><li>• Less flexible due to more online work</li></ul>
 Learning Coach	<ul style="list-style-type: none"><li>• 5-6 hours of oversight daily</li><li>• Speaks with teachers, oversees learning, assists with lessons</li></ul>	<ul style="list-style-type: none"><li>• 2-3 hours of oversight daily</li><li>• Helps student transition to be independent, refers students to teacher when necessary</li></ul>
 Teacher	<ul style="list-style-type: none"><li>• 1 primary teacher</li></ul>	<ul style="list-style-type: none"><li>• Advisory teacher with 1 teacher per subject</li></ul>

- TEKS Aligned Curriculum with Differentiation
- Learning Coach Training
- Live Tutor Student Support
- District Attendance Process
- Parent Observer Role
- District-customized Grading Process
- Daily Reports





**Phoneme Categorization**

Click (or press ENTER) on each item to hear its name. Drag (or press SPACE and then ENTER) to place items in the correct box.

Same Middle Sound

Different Middle Sound






Language Arts Activity

PREVIOUS 1 of 10

Complete the following activities.



helpful tips

Math Activity

- Use hundredths grids when multiplying decimals.
- Use two different shades when filling in each square on the grid.
- Only count the places where they intersect as the area.

Use the decimal grids to complete the practice activities.



1. Complete the Guided Practice problems 1–4 on page 191 of enVisionmath.  
 enVisionmath
2. Check your answers.  
 Guided Practice Answers
3. Complete the Independent Practice problems 5–23 on pages 191–192 of enVisionmath.  
 enVisionmath
4. Check your answers.  
 Independent Practice Answers

## Elementary Learning Buddies



Figure 1. Pearson Connexus Learning Buddies

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*Questions*

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## Resolution of the Board Regarding Local Remote Learning Program

WHEREAS, pursuant to Education Code 29.9091, a district may operate a local remote learning program in accordance with the statutory requirements;

WHEREAS, pursuant to Education Code 25.9091(c), a district offering a local remote learning program may provide a virtual course through remote synchronous instruction, asynchronous instruction, or a combination of synchronous and asynchronous instruction, and proposed amendments to the *Student Attendance Accounting Handbook* provide that a board-approved local policy determines which instructional methods and attendance taking methods the district will use; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of **Midlothian Independent School District** through this resolution, which has the effect of board-adopted policy, approves the following provisions:

- The Board authorizes the District to operate a local remote learning program as permitted by law and employ the following instructional and attendance-taking methods in providing its remote learning program:
  - o A combination of remote synchronous and asynchronous instruction.
  - o Daily attendance for synchronous instruction taken at the beginning of the synchronous instructional time for each class.
  - o Attendance for asynchronous instruction will be determined through a weekly review of Pearson Connexus Activity Report for each student. This Activity Report will ensure the amount of time for asynchronous and synchronous instruction equals a minimum of 240 minutes of instruction daily.
  - o Details will be described in the District's asynchronous instructional plan.

The authority granted by this resolution shall apply for the 2021–22 school year, unless the Board takes further action.

Adopted this **18th** day of **October, 2021**, by the Board of Trustees.

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Board President

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Board Secretary

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Date



**Midlothian I.S.D. School Board Agenda Item Detail**  
**L.A. Mills Administrative Complex Boardroom**

Board Meeting Date:	October 18, 2021	
Item:	Consider Approving Additional Staff for 2021/2022	
Supporting Document(s):	Electronic: Yes No	Hard Copy: Yes No
Background Information:	As special program numbers increase the need for additional staff in classes is needed for the specialized programs during 2021-2022 school year.	
	With current enrollment numbers at some campuses almost reaching the 2021-2022 projections, the administration is requesting the following support and teaching positions:	
	Para	4 positions
	Student Support Counselor	1 position
Fiscal Impact/Budget Function Code:	Increase of approximately \$82,000 for the para positions. The counselor position will be funded through ESSER funds, approx. \$69,000. Total of approximately \$151,000	
Policy:	N/A	
District Goal:	Attract, Support, Develop and Retain Exceptional Personnel	
Administration Recommended Option:	It is the recommendation of the administration that additional personnel for 2021-2022 be approved.	
Motion:	A motion to that effect might be, “I move to approve the additional positions for 2021-2022 as presented.”	
Presenter:	KayLynn Day/ Dr. Shorr Heathcote	