Midlothian Independent School District

McClatchey Elementary

2021-2022 Campus Improvement Plan

DOLORES W. McCLATCHEY

ELEMENTARY

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 commited 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 excellling 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
- Stemscopes
- Eduction 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 catagories 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 incressed 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

	Reading			Math			Writing			Science		
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:

<u>Learning Management System</u>

- 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 Pentathelon

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 initiave. 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 positie culture and climate. House System Media Team Student Led Assemblies. Chess Club Math Pentathlon Destination Imagintation 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 indivudual 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:

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		
Strategy 1: Provide student choice in demonstrating evidence of learning for all core content,	**Formative**		
	Dec	**Mar**	**June**

Strategy 1: Provide student choice in demonstrating evidence of learning for all core content,

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

* 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 curriculuar 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: The teachers will increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

    Percentage of students achieving MASTERS level on STAAR/EOC for each assessment
    * 5th Grade---
    Math=(18-19=56%) 20-21=44.4%
    Reading=(18-19=46%) 20-21= 45.93%
    Science=(18-19=28%) 20-21=32.09%
    * 4th Grade---
    Math=(18-19=45%) 20-21= 54.96%
    Reading=(18-19=17%) 20-21= 35.14%
    Writing=(18-19=9%) 20-21=11.4%
    * 3rd Grade---
    Math=(18-19=40%) 20-21= 34.86%
    Reading=(18-19=37%) 20-21= 34.86%

Staff Responsible for Monitoring: Principals/Teachers/icoach

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 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		
Strategy 1: 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		
Strategy 2: Provide professional development on research based strategies tied to the new walkthrough form and book Fundamental Five and Sean Cain's research.	**Formative**		
Strategy's Expected Result/Impact: 80% growth in math and reading **Staff Responsible for Monitoring:** Principals/Teachers/icoach	**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 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		
Strategy 1: All tiered students, including AI students, will be progress monitored by taking interim assessments to increase their performance on the STAAR test.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 7 percentage points in meets in all content areas from STAAR 2021. **Staff Responsible for Monitoring:** Principals/Teachers/icoach/AI administrator **ESF Levers:** Lever 5: Effective Instruction			
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 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		
Strategy 1: The icoach will support our teachers in weekly collaboration to ensure plans include the 4 C's.	**Formative**		
Strategy's Expected Result/Impact: This will improve our data by 5 scaled points at the end of 2021-2022 school year. **Staff Responsible for Monitoring:** Principals/Teachers/icoach/AI admin.	**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 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		
Strategy 1: 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.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Decrease of students requiring tiered or AI services by 10%. **Staff Responsible for Monitoring:** Principals/Teachers/icoach/AI admin.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Principal, interventionist and teacher leaders will participate in a virtual conference and make plans to educate staff on best practice for interventions.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Decrease of students requiring tiered or AI services by 10%. **Staff Responsible for Monitoring:** Principals/Teachers/icoach/AI admin.			

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: Students will participate in LAMP time each month.	**Formative**		
Strategy's Expected Result/Impact: This will aid our students in developing a pathway in secondary education.	**Dec**	**Mar**	**June**
Our personal skills survey will increase in the SEL area. **Staff Responsible for Monitoring:** Principals/Teachers			

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 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		
Strategy 1: Teachers will use assessment data to plan targeted intervention and enrichment activities during ICE time. The students group will be flexible.	**Formative**		
Strategy's Expected Result/Impact: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test. add STAAR data **Staff Responsible for Monitoring:** SPED Teachers/AI Admin./Principals/Teachers	**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 Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The Emergent Bilingual Teacher and General Education Teachers will use assessment data to plan targeted intervention for our Emergent Bilingual students.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 10 percentage points in each content area on STAAR. **Staff Responsible for Monitoring:** Bilingual Teacher/Gen. Ed. Teacher/Principal			
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 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**
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		
Strategy 1: New teachers on campus will participate in the mentorship program and also in the DME monthly "new" staff meetings.		**Formative**		
Strategy's Expected Result/Impact: 2% increase in employee satisfaction on Youth Truth		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principals/Mentor				
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 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		
Strategy 1: Staff will lead professional development on campus. (best practices and Power of Positivity)	**Formative**		
Strategy's Expected Result/Impact: 2% increase in employee satisfaction **Staff Responsible for Monitoring:** Principals	**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 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the personal skills survey.

   Evaluation Data Sources: Survey Results

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: increase in 3 out of the 5 competencies from the personal skills survey. GRIT Growth Mindset **Staff Responsible for Monitoring:** Counselor/Principals/Teachers			
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		
Strategy 1: 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**		
Strategy 2: Communicate to parents talking points to review after safety drills.	**Formative**		
Strategy's Expected Result/Impact: increase of 5% in positive responses to safety and security survey questions by the Youth Truth survey **Staff Responsible for Monitoring:** Principals	**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 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		
Strategy 1: Implement bullying prevention assemblies through Aim For Success.	**Formative**		
Strategy's Expected Result/Impact: Reduced bullying investigations Increased safety ratings on student survey add data here	**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		

Strategy 1: Recognize cultures and holidays each month literature, library lessons, information posted on the website and announcements shared.
    Strategy's Expected Result/Impact: increase family engagement youth truth......
    Staff Responsible for Monitoring: Principals/Librarians/Teachers
				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.

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		
Strategy 1: Develop a budget and align financial expenditures to campus goals.			**Formative**		
Strategy's Expected Result/Impact: 0 cross functions transfers **Staff Responsible for Monitoring:** Secretary/Principal			**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		
Strategy 1: Provide structured, timely professional development through iplan Days, Campus Professional Development, Reading Academy, and grade level instructional Meetings.		**Formative**		
Strategy's Expected Result/Impact: youth truth survey ...pd **Staff Responsible for Monitoring:** icoach, Administrators		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		**Formative**		
		Dec	**Mar**	**June**

<center>0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue</center>

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**
0% No Progress 100% 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		
Strategy 1: 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. **Strategy's Expected Result/Impact:** 5% increase on Youth Truth Survey	**Formative**		
	Dec	**Mar**	**June**
_{0%} No Progress _{100%} 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		
Strategy 1: Maintain up to date campus website	**Formative**		
Strategy's Expected Result/Impact: 5% increase on Youth Truth Survey. **Staff Responsible for Monitoring:** LMS/Principals	**Dec**	**Mar**	**June**
0% No Progress 100% 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		
Strategy 1: Share pertinent information in variety of ways-facebook, email, remind, website, s'more	**Formative**		
Strategy's Expected Result/Impact: 5% increase on Youth Truth Survey.	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for McClatchey Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 1.96
Brief Description of SCE Services and/or Programs

Personnel for McClatchey Elementary

Name	Position	FTE
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