

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						
Spanish-State	52	24	15									

	Reading			Math			Writing			Science		
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 scheuduled 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
- 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

- 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		
Strategy 1: Teachers will plan collaboratively to design aligned, rigorous lessons on a weekly or unit basis during grade level PLCs. Strategy's Expected Result/Impact: 2 percentage points in Accomplished or Higher in each domain, planning and instruction in TTESS Staff Responsible for Monitoring: Team Leads, iCoach, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Classroom walkthroughs by Principal, AP and team leaders to monitor strategies discussed in PLCs and Vertical Alignment meetings. Staff Responsible for Monitoring: Principal, AP, iCoach, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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: Kinder, 1st and special ed teachers will participate in Reading Academy to improve student growth in reading measured on universal screeners. Strategy's Expected Result/Impact: 80% growth from BOY to EOY on universal screeners based on the grade level	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in vertical alignment and planning around priority TEKS based off of past data and trends. Strategy's Expected Result/Impact: 80% growth from BOY to EOY on universal screeners based on the grade level Staff Responsible for Monitoring: Vertical Team leaders, Principal, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	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		
Strategy 1: Data driven instruction protocols with teachers will take place in PLCs to monitor interim assessments. Strategy's Expected Result/Impact: Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021. Staff Responsible for Monitoring: Teachers, iCoach, Principal, AP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will complete and update regularly student data tracking sheets to monitor student progress Strategy's Expected Result/Impact: Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021. Staff Responsible for Monitoring: Teachers, Interventionist, AI specialist, Principal, AP Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy	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 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: 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. Strategy's Expected Result/Impact: All students' needs will be met as based upon the data with increase in Brightbytes. Staff Responsible for Monitoring: Teachers, Principal, AP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monthly Brightbyte articles around 4 C's will be put into staff newsletters for team leads to discuss with grade level teams. Strategy's Expected Result/Impact: Increase of 5 scaled score points on Brightbytes in the 4C area Staff Responsible for Monitoring: iCoach, Principal, Team Leads Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: 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		
Strategy 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. Strategy's Expected Result/Impact: Reduce AI services by 10 % Staff Responsible for Monitoring: Teachers, iCoach, Principal, AP, AI Specialist, Interventionist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Reduce AI services by 10 % Staff Responsible for Monitoring: Teachers, iCoach, Principal, AP, AI Specialist, Interventionist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	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		
Strategy 1: Teachers will leveling TEKS through SLO alignment and goal setting for all students. Strategy's Expected Result/Impact: Increase of 2 percentage points in Masters level of STAAR Staff Responsible for Monitoring: Teachers, iCoach, Principal, AI specialist Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	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		
Strategy 1: Intentional small group inclusion when SPED teacher is the General Ed classroom. Strategy's Expected Result/Impact: Increase of 5 percentage points on STAAR of each content area for SPED students. Staff Responsible for Monitoring: Special Education Teachers, Gen Ed teachers w/ inclusion, Principal, AP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: SPED teachers will use Interim Assessments and Education Galaxy data to goal set and track student progress. Strategy's Expected Result/Impact: Increase of 5 percentage points on STAAR of each content area for SPED students. Staff Responsible for Monitoring: Special Education Teachers, Gen Ed teachers w/ inclusion, Principal, AP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	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 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: Bilingual teachers will utilize interim assessment and other data sources to determine the best language for students to STAAR test. Strategy's Expected Result/Impact: Increase in each content area on STAAR for Emergent Bilingual students by 10%. Staff Responsible for Monitoring: Bilingual team, Principal, AP, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Vertical alignment of high yield dual language strategies among grade levels. Strategy's Expected Result/Impact: Increase in each content area on STAAR for Emergent Bilingual students. Staff Responsible for Monitoring: Bilingual team, Principal, AP, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	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 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: Utilize the Humanex system to find the highest quality candidates to interview. Strategy's Expected Result/Impact: Hiring the highest quality staff by 100% of candidates being screened and interviewed using the process. Staff Responsible for Monitoring: Principal and AP TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
	 35%		
<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		
Strategy 1: Provide staff recognitions (Myyour 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. Strategy's Expected Result/Impact: 2% increase in employee satisfaction on district survey Staff Responsible for Monitoring: Sunshine committee, Campus Culture Leads, Principal, AP TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: New staff members participate in the MISD Mentoring Strategy's Expected Result/Impact: 2% increase in employee satisfaction on district survey Staff Responsible for Monitoring: Mentor Teacher TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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		
Strategy 1: Utilize a distributive leadership model with Team Leaders to lead change on campus. Strategy's Expected Result/Impact: 2% increase on district survey Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Build capacity by using Vertical Team leads to plan, deliver and run Vertical Team meetings. Strategy's Expected Result/Impact: 2% increase on district survey Staff Responsible for Monitoring: Principal and Vertical Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 personal skills survey.








Evaluation Data Sources: Survey Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Practices implemented across campus through Morning Meeting/Community Building circles, and classroom agreements. Strategy's Expected Result/Impact: Panorama SEL lessons facilitated by teachers during Morning Meetings to increase 3 out of the 5 competencies on personal skills survey. Staff Responsible for Monitoring: Counselor, AP, teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increase 3 out of 5 competencies on personal skills survey Staff Responsible for Monitoring: Counselor, Specials teachers, CIS rep ESF Levers: Lever 3: Positive School Culture	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		
Strategy 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 . Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Assistant Principal, and Safety Security Commander ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All visitors will be scanned through Raptor before being allowed to visit the campus to ensure school safety. Strategy's Expected Result/Impact: Overall parent satisfaction as measured by district survey to increase by 5 percentage points. Staff Responsible for Monitoring: Office Staff, AP	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Communication will be sent to parents when campus safety training occurs on the campus with safe, transparent information. Strategy's Expected Result/Impact: Parents will feel well informed and can continue safety conversations with their students. Staff Responsible for Monitoring: Principal and Assistant Principal	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		
Strategy 1: 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 Strategy's Expected Result/Impact: 100% of participants will receive this training as needed Staff Responsible for Monitoring: Counselor, Teachers, AP, SRO ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: SEL Trainings from Counselor and Social Emotional Support Specialist Strategy's Expected Result/Impact: 100% of participants will receive this training as expected	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		
Strategy 1: Campus team to participate in district level Diversity Council and bring back information to campus. Strategy's Expected Result/Impact: 100% participants will be involved as expected	Formative		
	Dec	Mar	June
	 15%		
<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		
Strategy 1: Conduct staff and student surveys to assess satisfaction of our current facility and areas of needed improvement and form a committee to make decisions. Strategy's Expected Result/Impact: 100% within or under budget Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
	 10%		
<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		
Strategy 1: Develop budget and align financial expenditures to campus goals to ensure we are good stewards of funding reduce cross functions. Strategy's Expected Result/Impact: Decrease number of cross-function transfers by 1% Staff Responsible for Monitoring: Principal Secretary ESF Levers: Lever 1: Strong School Leadership and Planning	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: Maintain all district finance procedures. Strategy's Expected Result/Impact: 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		
Strategy 1: Utilize iTech specialist to help personalize technology integration into teaching. . Strategy's Expected Result/Impact: 2% gain in teachers satisfaction Staff Responsible for Monitoring: Teachers, iTech specialist, iCoach ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	June
	 25%		
<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>  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		
Strategy 1: District Level Performance Objective	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 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: 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. Strategy's Expected Result/Impact: Build a strong culture and recognition of staff and parents. Staff Responsible for Monitoring: Principal, AP ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
	 5%		
<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>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		
Strategy 1: The LMS and AP will manage the campus website in order to keep the it up to date and informative for all stakeholders. Strategy's Expected Result/Impact: Well informed parents or community members Staff Responsible for Monitoring: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Consistent communication with parents to keep them informed of what is happening on campus. Staff Responsible for Monitoring: Teachers, Principal Schoolwide and Targeted Assisted Title I Elements: 3.1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Encourage parental involvement and home-school partnership Staff Responsible for Monitoring: Principal, AP, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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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