

# **Midlothian Independent School District**

## **Mt. Peak Elementary School**

### **2020-2021 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 (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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 Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data


**Employee Data**







- 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
- T-PESS data

# 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 M\*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

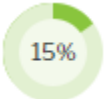

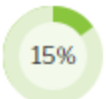




<b>Strategy 1:</b> Student activities will be calibrated before instruction to ensure content, complexity, and cognition are aligned with the TEKS. Activities will also be calibrated with the district Learner Experience. <b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 85%  Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 93%  Percentage of students achieving meets and masters level on STAAR  Meets  3rd grade math (18-19 52%) Goal: 20-21 55% 3rd grade reading (18-19 40%) Goal: 20-21 50%  4th grade math (18-19 74%) Goal: 20-21 77% 4th grade reading (18-19 62%) Goal: 20-21 65% 4th grade writing (18-19 56%) Goal: 20-21 59%  5th grade math (18-19 66%) Goal: 20-21 69% 5th grade reading (18-19 66%) Goal: 20-21 69% 5th grade science (18-19 43%) Goal: 20-21 50%  Masters 3rd grade math (18-19 24%) Goal: 20-21 30% 3rd grade reading (18-19 29%) Goal: 20-21 35%  4th grade math (18-19 51%) Goal: 20-21 53% 4th grade reading (18-19 29%) Goal: 20-21 35% 4th grade writing (18-19 12%) Goal: 20-21 18%  5th grade math (18-19 42%) Goal: 20-21 45% 5th grade reading (18-19 37%) Goal: 20-21 40% 5th grade science (18-19 17%) Goal: 20-21 20%  <b>Staff Responsible for Monitoring:</b> PLC meetings (Principal/AP/ICoach) Istation/Imagine Math (Principal/AP/ICoach) Amplify (Principal/AP/ICoach) Circle(Pincipal/AP/ICoach)  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				

<b>Strategy 2:</b> Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings. <b>Strategy's Expected Result/Impact:</b> 70% of student will show growth/progress on pre and post progress indicators <b>Staff Responsible for Monitoring:</b> iPlan attendance (Principal/AP) PLC time (Principal/AP/Lead teachers) Lesson Plans (Lead teachers/Principal/ICoach) <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
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<b>Strategy 3:</b> Teachers will explicitly teach phonics and spelling instruction to build reading fluency and decoding strategies. <b>Strategy's Expected Result/Impact:</b> Istation spelling data 3rd gr 19-20 59%. Goal 20-21 62% 2nd gr 19-20 50%. Goal 20-21. 53% 1st gr 19-20. 54%. Goal 20-21. 57% <b>Staff Responsible for Monitoring:</b> Istation (Principal/AP/ICoach) <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 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
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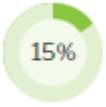
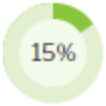
**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.






**Performance Objective 2:** 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 25 scaled points at the end of 2020-2021 school year.

<b>Strategy 1:</b> Specials teachers will explicitly teach communication and collaboration. <b>Strategy's Expected Result/Impact:</b> 25 point increase in Bright Bytes data 18-19 1059 Goal 20-20 - 1084 <b>Staff Responsible for Monitoring:</b> Genius Hour Rosters (Principals) <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Third through fifth grade math teachers will create and utilize performance assessments in mathematics to connect classroom instruction, assessment, and application of skills within an authentic real-world context. <b>Strategy's Expected Result/Impact:</b> Performance Assessment Rubrics 70% will meet expectations (piloting 3-5th math) <b>Staff Responsible for Monitoring:</b> Performance assessment training (Principal/AP/ICoach) PLC time (Principal/AP/ICoach) <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
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<b>Strategy 3:</b> Teachers will use learning management systems to incorporate communication, collaboration, critical thinking, and creativity through M*Powered TTESS objective 3.4. <b>Strategy's Expected Result/Impact:</b> Percentage of teachers scoring proficient or higher on MPowered Dimensions Instruction will remain at 100%, while increasing teachers at the Advanced level by 2%. <b>Staff Responsible for Monitoring:</b> PLC Time/Professional Development (Principal/AP) Walk throughs (Principal/AP) <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.


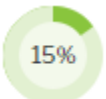
**Performance Objective 3:** Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.






	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 1:</b> Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 94% 19-20 96%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Baseline at 95%</p> <p><b>Staff Responsible for Monitoring:</b> iPlan attendance (Principal) AMP time agendas (Principal/Lead teachers) Instructional Logs (TLL/ILL/MIT)</p> <p><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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	 15%			
	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 2:</b> Teachers will use pre and post assessment data to analyze instructional strategies to design work for students with a focus on intervention, Tier 1 instruction, and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 94% 19-20 96%</p> <p>Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Baseline at 95%</p> <p><b>Staff Responsible for Monitoring:</b> Lesson Plans (Principals) Walk Throughs/Evals (Principals) Progress Monitoring Logs (Principals) SAT meeting notes (Principals)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	 15%			

<b>Strategy 3:</b> Campus PD will align and support district IPlan initiatives. <b>Strategy's Expected Result/Impact:</b> ELL scores at the Master Level will improve by at least 2 percentage points. <b>Staff Responsible for Monitoring:</b> Principal Lisa Knight AP <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Region 10 - ESSA-Title III-Second Language Acquisition - \$550	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.





**Performance Objective 4:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<b>Strategy 1:</b> Teachers will work collaboratively to plan and design lessons aligned with the TEKS, M*Powered instruction, and the Learner Experience during IPlan days, campus and staff professional development days, and during their weekly team planning meetings. <b>Strategy's Expected Result/Impact:</b> Percentage of students achieving masters level on STAAR  3rd grade math (18-19 24%) 19-20 30% 3rd grade reading (18-19 29%) 19-20 35%  4th grade math (18-19 51%) 19-20 53% 4th grade reading (18-19 29%) 19-20 35% 4th grade writing (18-19 12%) 19-20 18%  5th grade math (18-19 42%) 19-20 45% 5th grade reading (18-19 37%) 19-20 40% 5th grade science (18-19 17%) 19-20 25% <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
<b>Strategy 2:</b> Teachers will utilize a designated time in their schedules daily to provide interventions and enrichments. <b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 85%  Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations Goal: 20-21 93% <b>Staff Responsible for Monitoring:</b> SAT Meetings (Principal/AP/Interventionist) PLC Meetings (Principal/AP) <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

<b>Strategy 3:</b> Teachers will use Imagine Math, Istation data, Circle, and Amplify to monitor progress for HB3 goals. <b>Strategy's Expected Result/Impact:</b> 70% of students will meet HB3 goal expectations. <b>Staff Responsible for Monitoring:</b> None <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
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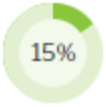
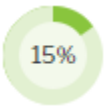




**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 5:** 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. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

<b>Strategy 1:</b> MPE will continue encouraging participation in the Duke Tip program. <b>Strategy's Expected Result/Impact:</b> Percentages of students 4th and 5th grades participating in Duke Talent Identification Program by taking the PSAT will be at 30% or higher. <b>Staff Responsible for Monitoring:</b> Counselor <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<b>Strategy 2:</b> Enrichment and Intervention time will be utilized to provide intervention when needed and allow time for students to work on individual choice projects for enrichment. <b>Strategy's Expected Result/Impact:</b> Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 - 94% 19-20 82% Goal 20-21 85%  Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations 18-19 - 96% 19-20 90% Goal 20-21 93% <b>Staff Responsible for Monitoring:</b> Walk throughs during Intervention/Enrichment time (Principal/AP) SAT Meetings (Principal/AP/Interventionist) <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<b>Strategy 3:</b> Students will be exposed to college and career opportunities through career day and monthly college days. <b>Strategy's Expected Result/Impact:</b> 100% of students will participate in career and college days. <b>Staff Responsible for Monitoring:</b> None <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	June	June
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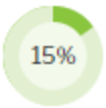
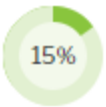
**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.






<b>Strategy 1:</b> Utilize research-based screening process. (Humanex) <b>Strategy's Expected Result/Impact:</b> Hire 100% highly qualified candidates  Retain high quality candidates at least at 95% excluding promotions within district. <b>Staff Responsible for Monitoring:</b> Principals <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> All new teachers will be provided with a campus mentor and a grade level buddy to foster the transition to Mt Peak and MISD. <b>Strategy's Expected Result/Impact:</b> Retain high quality staff at 95%  Positive school climate percentage measured by the end of year survey will increase by 15% <b>Staff Responsible for Monitoring:</b> Campus mentor Principal AP Teachers <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	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.

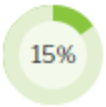




<b>Strategy 1:</b> New staff on campus will participate in the MISD Mentorship program. <b>Strategy's Expected Result/Impact:</b> Overall satisfaction as measured by district survey will increase by 10%.  Staff attendance rates will remain at 98% or greater  Staff retention will increase to 95% or greater <b>Staff Responsible for Monitoring:</b> Campus mentor <b>Funding Sources:</b> Mentor teachers - ESSA-Title II-TPRT - \$1,000	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Provide incentives for staff with exemplary attendance to increase teacher attendance and decrease teachers leaving. <b>Strategy's Expected Result/Impact:</b> Overall satisfaction as measured by district survey will increase by 10%.  Staff attendance rate will remain at 98% or greater.  Staff retention rate increase to 95%. <b>Staff Responsible for Monitoring:</b> Principals Secretary <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June



<b>Strategy 3:</b> Teachers will be recognized/appreciated in various ways throughout the year. Buttons PTO luncheons Red Cart Days Interviews for News Highlight teachers on parent newsletter Mt Peak Staff site Monthly Team Building  <b>Strategy's Expected Result/Impact:</b> Overall satisfaction as measured by district survey will increase by 10%.  Staff attendance rate will remain at 98% or greater.  Staff retention rate increase to 95%. <b>Staff Responsible for Monitoring:</b> Principals PTO Librarian Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	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.

<b>Strategy 1:</b> Staff will lead professional development opportunities for campus. (Restorative Discipline, Best practices in learning, etc.) <b>Strategy's Expected Result/Impact:</b> Increased leadership capacity in staff by 10% of teachers leading staff development Staff will take leadership in developing PLC topics baseline of 5% <b>Staff Responsible for Monitoring:</b> T-TESS/Principals	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 15%			
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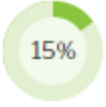
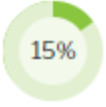
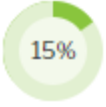
**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 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 a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

<b>Strategy 1:</b> Classroom teachers will begin each day with a circle (Morning meetings) to build character in students. <b>Strategy's Expected Result/Impact:</b> 100% of classrooms will begin each morning with a morning meeting to understand the social/emotional needs <b>Staff Responsible for Monitoring:</b> Staff development agenda Principal SEL coordinator <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Social Emotional coordinator will be on campus every other week to give support to staff and provide feedback on learning to ensure all students' needs are met. <b>Strategy's Expected Result/Impact:</b> Staff will receive support for students and their social emotional needs. Increase on staff survey on the question is discipline handled fairly by 23%. <b>Staff Responsible for Monitoring:</b> Principal Staff SEL Coordinator <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Mt Peak students will attend an AIM for Success presentation on bullying in October to build student character. <b>Strategy's Expected Result/Impact:</b> Maintain the 0% of occurrences of substantiated bullying situations AIM for Success programs on Oct. 1st and 2nd <b>Staff Responsible for Monitoring:</b> Principal Lisa Knight AP Counselor <b>Funding Sources:</b> Social emotional support - ESSA-Title IV - \$2,200	Reviews			
	Formative			Summative
	Nov 	Feb	June	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.

<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> All students and staff will be trained and prepared in case of an emergency.  Positive response to safety and security questions will remain at 80% or higher. <b>Staff Responsible for Monitoring:</b> Principals AP Safety security commander	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Raptor will be utilized for all visitors to campus to ensure student safety.  <b>Strategy's Expected Result/Impact:</b> Positive response to safety and security questions will remain at 80% or higher. <b>Staff Responsible for Monitoring:</b> Office staff	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 3:</b> Mt Peak will hold all required drills each month as suggested by district safety and security commander to be prepared for all emergencies.  <b>Strategy's Expected Result/Impact:</b> Drills will be practiced in the event of a real emergency so everyone knows how to respond at 100% as required by district policies. <b>Staff Responsible for Monitoring:</b> Principal AP Teachers <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 4:</b> Commander Hicks and Officer Brown will speak at Parent U Nights about safety and security to build awareness.  <b>Strategy's Expected Result/Impact:</b> Increased awareness about safety and security in schools.  Positive response to safety and security questions will remain at 80% or higher. <b>Staff Responsible for Monitoring:</b> Principal AP Officer Brown Commander Hicks <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June



No Progress



Accomplished



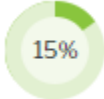




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



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

**Performance Objective 3:** Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

<b>Strategy 1:</b> Attendance Awareness Notifications (attendance.org) for parents will be communicated on a regular basis to build awareness of the importance of attending school daily. <b>Strategy's Expected Result/Impact:</b> Attendance Rates will be at 97% or higher for the year. <b>Staff Responsible for Monitoring:</b> Principals PEIMS	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>June</b>
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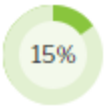




**Goal 4:** Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

**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.

<b>Strategy 1:</b> Conduct staff and student surveys to assess satisfaction of our current facility and areas of needed improvement including facilities and use of flexible learning spaces.  <b>Strategy's Expected Result/Impact:</b> Students and staff will take ownership of the facility and its usage. They will have a platform to share needs and desires so they can be strategically planned for.  At least 75% of staff and students take survey.  <b>Staff Responsible for Monitoring:</b> Principals	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Facilitate 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%.

<b>Strategy 1:</b> Develop a budget and align financial expenditures to campus goals. <b>Strategy's Expected Result/Impact:</b> Goal of 0 cross function transfers for this year. <b>Staff Responsible for Monitoring:</b> Principal Secretary	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>June</b>
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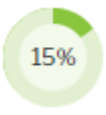
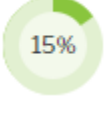






**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

**Performance Objective 1:** We will align our campus professional development with the district professional development (The afternoon of iPlan day will be aligned to the morning professional development).


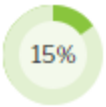




**Evaluation Data Sources:** 100% of campus PD will align with district PD.

**Summative Evaluation:** None

<b>Strategy 1:</b> Staff will participate in district iPlan Days, Campus Professional Development, and Region 10 offerings to build effective lessons and instruction.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers scoring proficient or higher on MPowered instruction, dimensions, and T-TESS for each domain.  CASE score in classroom to increase to 1100 which is the Advanced level.  <b>Staff Responsible for Monitoring:</b> Eduphoria TLL, ILL, MIT Principals	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Bi-Monthly PLC meetings will be held by grade levels and monthly vertical team meetings will meet to provide in the moment staff development.  <b>Strategy's Expected Result/Impact:</b> 100% of student work will be to the rigor of the grade level TEKS.  <b>Staff Responsible for Monitoring:</b> Principal AP iCoach  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Feb	June	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.


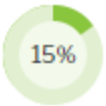




<b>Strategy 1:</b> Provide structured, timely professional development for digital resources to ensure that all teachers are using resources with fidelity and most effectively. <b>Strategy's Expected Result/Impact:</b> 100% of teachers are able to utilize digital resources effectively. <b>Staff Responsible for Monitoring:</b> Principal AP Curriculum	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Bright Bytes Campus Case Score will be at the advanced level by sharing data during PLC's and have effective use of resources. <b>Strategy's Expected Result/Impact:</b> 18-19 Score 1059 at Proficient 20-21 Goal: Score 1084 (increase 25 points) <b>Staff Responsible for Monitoring:</b> Principal AP PLC	Reviews			
	Formative			Summative
	Nov 	Feb	June	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.






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

**Performance Objective 1:** Increase staff communication and engagement by 3% as measured by analytics.

<b>Strategy 1:</b> Utilize a variety of communication tools with staff (Remind, Smore, team leader meetings, faculty meetings, grade level meetings, and emails) for all will be in the know. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey increase from 71% to 80%. <b>Staff Responsible for Monitoring:</b> Principals	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<b>Strategy 2:</b> Monthly staff team building activities during faculty meetings led by teacher culture committee to build staff leadership opportunities. <b>Strategy's Expected Result/Impact:</b> Overall employee satisfaction as measured by district survey increase from 71% to 80%. <b>Staff Responsible for Monitoring:</b> Principals Grade levels	Reviews			
	Formative			Summative
	Nov 	Feb	June	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:** Increase parent communication and engagement with a 3% increase in district survey participation.

<b>Strategy 1:</b> Utilize a variety of communication tools with staff (Remind, Smore newsletter, faculty meetings, MPE calendar, PTO meetings, and emails) to ensure all are in the know. <b>Strategy's Expected Result/Impact:</b> Positive Feedback on consistent communication will increase 10%. <b>Staff Responsible for Monitoring:</b> Principals PTO	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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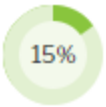




**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

<b>Strategy 1:</b> Work with PTO to encourage 100% engagement of families in school. <b>Strategy's Expected Result/Impact:</b> Increased overall satisfaction on communication key measure on the youth truth survey. <b>Staff Responsible for Monitoring:</b> Principal AP PTO Counselor Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	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:** Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

<b>Strategy 1:</b> Periodically survey parents on weekly newsletters for feedback on partnerships with parents and community while maintaining COVID 19 safety protocols. <b>Strategy's Expected Result/Impact:</b> Increase of parent and community partnerships by 10%. <b>Staff Responsible for Monitoring:</b> Principal	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Mt. Peak Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 00 106 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,206.45
199-13-6119-00-106-024-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,971.45
199-11-6129-00-106-024-000	6129 Salaries or Wages for Support Personnel	\$3,872.81
<b>6100 Subtotal:</b>		<b>\$70,050.71</b>



## Personnel for Mt. Peak Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burke, Candace	Teacher	Interventionist	1
Malone, Shanna	Social Emotional Learning Specialist		.07
Williams, Kimberly	Paraprofessional	Content Mastery At-Risk	.25

# 2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Georgie Swize	Principal
Administrator	Adam Henke	Assistant Principal
Classroom Teacher	Mimi Fleischman	Committee member
Non-classroom Professional	Wendy Waldroup	Counselor
Classroom Teacher	Shaylin Jackson	Committee Member
Classroom Teacher	Karen Steele	Committee Member
Classroom Teacher	Joy Cheshire	Committee Member
Business Representative	Danny Gildea	Committee Member
Classroom Teacher	Tracy Xavier	Committee Member
Business Representative	Francie Walker	Committee Member
Parent	Emily Heitman	Committee Member
District-level Professional	Becky Wiggington	Committee Member
Classroom Teacher	Lori Jackson	Committee Member
Classroom Teacher	Lea-Ann Dorste	Committee Member
Parent	Sabrina Michaels	Committee Member
District-level Professional	Al Hemmle	Committee Member
Community Representative	NellaFay Isom	Community Member
Community Representative	Martina English	Community Member
Classroom Teacher	Amber Sparks	classroom teacher
Classroom Teacher	Amy Hill	classroom teacher

# Campus Funding Summary

ESSA-Title II-TPRT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Mentor teachers		\$1,000.00
Sub-Total					\$1,000.00
ESSA-Title III-Second Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Region 10		\$550.00
Sub-Total					\$550.00
ESSA-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Social emotional support		\$2,200.00
Sub-Total					\$2,200.00
Grand Total					\$3,750.00

# Addendums