





District Improvement Plan





Goal 1: The percentage of second-grade students on track to read at grade level or above will increase from 75% to 77% by the end of school year 2020-2021.

Performance Objective 1: The percentage of pre-K students producing at least 40 letter sounds on a standards-based assessment will be 86% by the end of school year 2021.

<p>Strategy 1: The Early Childhood Department will provide training on alphabetic principles to include letter sound correspondence and utilization of formative assessments</p> <p>Strategy's Expected Result/Impact: 1. Student will meet checkpoints at MOY and EOY assessment periods. 2. Teachers will adjust or modify instruction to meet the individual needs of students.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development Director of Early Childhood</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: The percentage of second-grade students on track to read at grade level or above will increase from 75% to 77% by the end of school year 2020-2021.

Performance Objective 2: The percentage of kindergarten students on track to read at grade level or above will increase from 68% to 69% by August 2021.

<p>Strategy 1: Identify student needs based on Istation levels to develop plans to increase teacher capacity.</p> <p>Strategy's Expected Result/Impact: 1. Differentiated instruction driven by data to provide timely and targeted instruction 2. Implementation with fidelity of recommended level usage 3. Valid testing</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development Director of Reading</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: - 199 Local, Reading Specialists on each campus (elem. and JH) - SCE</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Guided reading webinars will be provided to all kindergarten teachers throughout the school year.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will gain knowledge on how to differentiate small group instruction based on student needs</p> <p>Staff Responsible for Monitoring: Chief Academic Officer T & L Executive Staff Director of Reading</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: - 255 Title II</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: The percentage of second-grade students on track to read at grade level or above will increase from 75% to 77% by the end of school year 2020-2021.

Performance Objective 3: The percentage of first-grade students on track to read at grade level or above will increase from 68% to 70% by August 2021.





<p>Strategy 1: 1. Guided Reading webinars will be provided to all first grade teachers throughout the school year.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will gain knowledge on how to differentiate small group instruction based on student needs.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development Reading Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: - 255 Title II</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All third through eighth-grade students scoring at the meets level or above on both STAAR Reading and Math will increase from 25% to 29% by the end of school year 2020-2021.

Performance Objective 1: All third through eighth-grade students scoring at the meets level or above on a reading standards-based assessment will increase from 36% to 44% by August 2021.

Evaluation Data Sources: On track progress during the year will be determined by the use of Istation and Imagine Math predictability measures.





<p>Strategy 1: Monitor student growth at each district checkpoint with a focus on various student groups.</p> <p>Strategy's Expected Result/Impact: 1. Teacher effectiveness to include lesson planning and meaningful work reflecting the standards 2. Increase student performance on essential standards through district assessments 3. Differentiated instruction driven by data to provide timely and targeted intervention</p> <p>Staff Responsible for Monitoring: Executive Director of Professional Development Director of Elementary/ Secondary Math Special Ed Supervisor RTI and At Risk Coordinator</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: As a part of the LOTE TEKS, integrated performance assessments (IPA) will be implemented where students use at least two skills from speaking, reading, writing or listening as a part of formative assessments.</p> <p>Strategy's Expected Result/Impact: 1. Implementation with fidelity 2. Valid testing 3. Growth in IPA portion of semester exam scores</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development LOTE Department Campus Administration</p> <p>Funding Sources: - 199 Local - \$100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Region 18 Team and the CIA Reading consultant will provide instructional lesson planning every six weeks.</p> <p>Strategy's Expected Result/Impact: 1. The percentage of students who approach grade level on STAAR reading in grades 4-8 will increase at the end of the 2020-2021 school year. 2. The performance gap between all students and Special education and ESL students will decrease from the 18-19 to 19-20 school year.</p> <p>Staff Responsible for Monitoring: Chief Academic Office T & L Executive Staff ELA Director Special Education Supervisor ESL Supervisor Campus Administration</p> <p>Funding Sources: - 199 Local - \$600,000, - 211 Title I - \$12,500, - 255 Title II - \$80,000, - IDEA - Special Ed. - \$200,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Secondary campuses will participate in coteach implementation. Targeted professional development will be provided throughout the school year for both teachers and administrators.</p> <p>Strategy's Expected Result/Impact: 1. The percentage of special education students and general education students who approach grade level on STAAR will increase in 19-20. 2. The performance gap between all students and special education students will decreased in 19-20.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer T & L Executive Staff Executive Director of Special Education Special Education Supervisor Content Directors Campus Administration</p> <p>Funding Sources: - IDEA - Special Ed. - \$35,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Instructional Coaching/ Relay</p> <p>Strategy's Expected Result/Impact: 1. Differentiated instruction driven by data to provide timely and targeted intervention</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development Elementary Math Department Elementary Reading Department</p> <p>Funding Sources: - 199 Local - \$155,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All third through eighth-grade students scoring at the meets level or above on both STAAR Reading and Math will increase from 25% to 29% by the end of school year 2020-2021.

Performance Objective 2: All third through eighth-grade students scoring at the meets level or above on a math standards-based assessment will increase from 39% to 46% by August 2021.



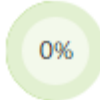




Evaluation Data Sources: On track progress during the year will be determined by the use of Istation and Imagine Math predictability measures.

<p>Strategy 1: Monitor student growth at each district checkpoint with a focus on various student groups.</p> <p>Strategy's Expected Result/Impact: 1. Teacher effectiveness to include lesson planning and meaningful work reflecting the standards 2. Increase student performance on essential standards through district assessments 3. Differentiated instruction driven by data to provide timely and targeted intervention</p> <p>Staff Responsible for Monitoring: Executive Director of Professional Development Director of Elementary/ Secondary Math Special Ed Supervisor RTI and At Risk Coordinator</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Targeted tier support in Math for campuses based on Imagine Math and STAAR results from the prior year.</p> <p>Strategy's Expected Result/Impact: 1. Increased collaboration among math teachers throughout district 2. Teacher effectiveness to include lesson planning and meaningful work reflecting the standards 3. Increase student performance on essential standards through district assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Professional Development Elementary/ Secondary Math Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Instructional Coaching/ Relay</p> <p>Strategy's Expected Result/Impact: 1. Differentiated instruction driven by data to provide timely and targeted intervention</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development Elementary Math Department Elementary Reading Department</p> <p>Funding Sources: - 199 Local - \$155,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All third through eighth-grade students scoring at the meets level or above on both STAAR Reading and Math will increase from 25% to 29% by the end of school year 2020-2021.

Performance Objective 3: The percentage of prekindergarten students scoring proficient on a math standards-based assessment will be 91% by August 2021.





Evaluation Data Sources: On track progress during the year will be determined by the use of Istation and Imagine Math predictability measures.

Strategy 1: Ongoing professional development across the math prekindergarten guidelines. Strategy's Expected Result/Impact: Increase student performance on math formative assessments and CLI Engage. Staff Responsible for Monitoring: Campus Administrators Early Childhood Supervisory Director of Early Childhood	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: All third through eighth-grade students scoring at the meets level or above on both STAAR Reading and Math will increase from 25% to 29% by the end of school year 2020-2021.

Performance Objective 4: The percentage of students in grades 3-8 on track to meet Masters on both math and reading district checkpoints will increase from 6% to 15% by the end of school year 2020.

Evaluation Data Sources: On track progress during the year will be determined by the use of Istation and Imagine Math predictability measures.





<p>Strategy 1: Ongoing professional development in all core content areas with an emphasis on critical thinking and differentiated instruction in Tier 1.</p> <p>Strategy's Expected Result/Impact: Increase level III performance for all students on district checkpoints.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer T & L Executive Staff T & L Directors and Supervisors Campus Administration</p> <p>Funding Sources: - 255 Title II</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All third through eighth-grade students scoring at the meets level or above on both STAAR Reading and Math will increase from 25% to 29% by the end of school year 2020-2021.

Performance Objective 5: 80% of K-2 students will be at or above benchmark on an early mathematics inventory by the end of the school year 2021.

HB3 Goal





Evaluation Data Sources: None

<p>Strategy 1: The Elementary Math Director will deliver professional development to help administrators and K-2 teachers utilize an early math inventory program.</p> <p>Strategy's Expected Result/Impact: 1. Differentiated instruction driven by data to provide timely and targeted intervention 2. Implementation with fidelity 3. Valid testing</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Professional Development Elementary Math Director</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The four-year graduation rate will increase from 89.7% for the graduating class of 2019 to 95% for the graduating class of 2025.

Performance Objective 1: The percentage of first year freshmen leaving 9th grade with Algebra I credit will increase from 86% to 89% by the end of school year 2021.





Evaluation Data Sources: Final credit needs to be awarded. On track progress throughout the year will require at least 88% receive credit in the fall and intense intervention in the spring for credit recovery.

<p>Strategy 1: Embedded professional development in Professional Learning Communities centering on first-year Freshman Algebra I teachers with an emphasis on critical thinking and differentiated instruction in Tier 1.</p> <p>Strategy's Expected Result/Impact: 1. Increased collaboration among first-year Freshman Algebra I teachers throughout district 2. Increased teacher effectiveness to include lesson planning focusing on meaningful work which reflects the standards 3. Increase student performance on essential standards through district assessments 4. Differentiated instruction driven by data to provide timely and targeted intervention 5. Decrease gaps between targeted populations and all students on district checkpoints</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of PD Executive Director of Secondary Education Director of Secondary Math Campus Administration</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Expert Algebra I teachers will meet regularly to collaborate on lesson planning and meaningful work reflecting the standards.</p> <p>Strategy's Expected Result/Impact: 1. Increased collaboration among Algebra I teachers throughout district 2. Improving effective Tier I instruction by collaborating on lesson planning and meaningful work which reflects the standards 3. Increase student performance on essential standards through district assessments</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Executive Director of PD Executive Director of Secondary Education Director of Secondary Math Campus Administration</p> <p>Funding Sources: - 199 Local - \$2,100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The four-year graduation rate will increase from 89.7% for the graduating class of 2019 to 95% for the graduating class of 2025.

Performance Objective 2: The percentage of first-year 9th grade students earning 6 or more credits will increase from 82% to 84% by the end of school year 2021.





Evaluation Data Sources: Final credit needs to be awarded. On track progress throughout the year will require at least 85% receive credit in the fall and intense intervention in the spring for credit recovery.

<p>Strategy 1: Designated campus personnel monitor grades and attendance at six weeks intervals of students disaggregated by targeted groups resulting in the provision of targeted interventions for students who are at risk for not earning their course credits.</p> <p>Strategy's Expected Result/Impact: Credits lost due to attendance will decrease</p> <p>Decrease in disciplinary removals</p> <p>Decrease in failure rate for core content areas.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer T&L Executive Directors Accountability Department Campus Personnel</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide increased supplemental instruction, credit recovery options, and changes in course sequencing</p> <p>Strategy's Expected Result/Impact: Decrease in loss of credit</p> <p>Increase graduation rate</p> <p>Decrease in drop out rate</p> <p>Staff Responsible for Monitoring: Campus Personnel Drop-Out Prevention Coordinator Guidance and Counseling Executive Director of Secondary Education</p> <p>Funding Sources: Summer School and Night School - 211 Title 1 - \$500,000, Alternative High School and Credit Recovery Operating Costs - SCE - \$3,000,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The four-year graduation rate will increase from 89.7% for the graduating class of 2019 to 95% for the graduating class of 2025.

Performance Objective 3: The percentage of second-year high school students earning 6 or more credits will increase from 75 percent to 77 percent by August 2021.

Evaluation Data Sources: Final credit needs to be awarded. On track progress throughout the year will require at least 85% receive credit in the fall and intense intervention in the spring for credit recovery.





<p>Strategy 1: Designated campus personnel monitor grades and attendance at six weeks intervals of students disaggregated by targeted groups resulting in the provision of targeted interventions for students who are at risk for not earning their course credits.</p> <p>Strategy's Expected Result/Impact: Credits lost due to attendance will decrease</p> <p>Decrease in disciplinary removals</p> <p>Decrease in failure rate for core content areas.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer T&L Executive Directors Accountability Department Campus Personnel</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide increased supplemental instruction, credit recovery options, and changes in course sequencing</p> <p>Strategy's Expected Result/Impact: Decrease in loss of credit</p> <p>Increase graduation rate</p> <p>Decrease in drop out rate</p> <p>Staff Responsible for Monitoring: Campus Personnel Drop-Out Prevention Coordinator Guidance and Counseling Executive Director of Secondary Education</p> <p>Funding Sources: Summer School and Night School - 211 Title 1 - \$500,000, Alternative High School and Credit Recovery Operating Costs - SCE - \$3,000,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The four-year graduation rate will increase from 89.7% for the graduating class of 2019 to 95% for the graduating class of 2025.

Performance Objective 4: The number of 9-12 students on track toward graduation will be 90% or greater.

Evaluation Data Sources: Transcript Reviews, Failure Reports

<p>Strategy 1: Continuous monitoring of on track and early warning indicators for 9-12 students to increase the number of students who are on track towards promotion/graduation</p> <p>Strategy's Expected Result/Impact: Increased number of senior high level students who earn 6 credits per year</p> <p>Growth in campus performance measure of each school based dropout prevention program</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Accountability and Student Data Systems Department T & L Elementary and Secondary Executive Directors Campus Administrators</p> <p>Funding Sources: RTI and At-Risk Coordinator - SCE - \$80,000, Dropout Prevention and Intervention Coordinator - SCE - \$80,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Promote graduation awareness and culture across the district and community through Grad Marches, Welcome Wagons, and Dropout Recovery Walks.</p> <p>Strategy's Expected Result/Impact: Growth in campus performance measure of each school based dropout prevention program</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Department of Accountability and Student Data Systems</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 3) Provide services through Communities In Schools to MISD students who are at-risk of not obtaining a high school diploma and who meet the TEA "At-Risk" criteria.</p> <p>Strategy's Expected Result/Impact: Decrease in loss of credit Increased number of secondary students on track toward graduation by earning 6 credits by the end of 9th grade, 12 credits by the end of 10th grade, and 18 credits by the end of the 11th grade. Increase graduation rate Decrease in drop out rate</p> <p>Staff Responsible for Monitoring: CIS Campus Coordinator Campus Personnel Drop-Out Prevention Coordinator Executive Director of Secondary Education</p>	Reviews			
	Formative			Summative
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Strategy 4: Monitor credit denial and associated RTI interventions through attendance review committee action plans. Strategy's Expected Result/Impact: Decrease in loss of credit Increased number of secondary students on track toward graduation. Increase graduation rate Decrease in drop out rate Staff Responsible for Monitoring: CIS Campus Coordinator Campus Personnel Drop-Out Prevention Coordinator Executive Director of Secondary Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a district wide behavior response plan for tiered infractions. Strategy's Expected Result/Impact: Decrease in loss of credit Increased number of secondary students on track toward graduation Increase graduation rate Decrease in drop out rate Staff Responsible for Monitoring: CIS Campus Coordinator Campus Personnel RTI & At-Risk Coordinator Executive Director of Secondary Education	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: The four-year graduation rate will increase from 89.7% for the graduating class of 2019 to 95% for the graduating class of 2025.

Performance Objective 5: The percent of College, Career, Military Ready (CCMR) graduates will increase from 56.5% in 2019 (class of 2018) to 59.5% in 2022 (class of 2021).

HB3 Goal

Evaluation Data Sources: Presentation materials, sign-in sheets, 9th grade 4 yr plans, enrollment # for 20-21 for dual credit, TSI/ACT/SAT/AP testing, and military enlistment.

<p>Strategy 1: Provide opportunities, access, and assistance for all students to participate in CTE Dual Credit as well as content Dual Credit courses as part of the "What's Your Plan" Initiative .</p> <p>Strategy's Expected Result/Impact: 1. Increase the number or percent of students participating in both CTE and core Dual Credit courses. 2. Increase the number of courses available for Dual Credit based upon staffing available.</p> <p>Staff Responsible for Monitoring: Executive Director - Secondary Education Secondary Principals Director of CTE Director of G/T & AAS</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Provide opportunities, access, and assistance to increase opportunities for students to obtain industry certification.</p> <p>Strategy's Expected Result/Impact: 1. Increase the number of students graduating with industry certification. 2. Increase the number of students graduating "career ready."</p> <p>Staff Responsible for Monitoring: Director of CTE Executive Director of Secondary Schools CTE Counselor Director of Counseling</p> <p>Funding Sources: - 199 Local - \$340,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide opportunities, access, and assistance for all students in completing the college admissions process as well as support systems to improve TSI, SAT, and ACT scores.</p> <p>Strategy's Expected Result/Impact: 1. Increase the number or percent of students taking the TSI, SAT, and ACT. 2. Seniors will complete the Apply Texas Application. 3. Campuses will participate in District School Day testing for both the ACT and SAT. 3. Tutoring sessions will be developed to improve college admission assessment scores</p> <p>Staff Responsible for Monitoring: Director of Counseling Executive Director of Secondary Schools College Connect Counselor Campus testing coordinator Director of GT and Advanced Academic Services</p> <p>Funding Sources: - 199 Local - \$28,600, - 199 Local - State Reimbursement - \$90,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: AP/EAS Vertical Collaborative Teams will use NMSI CRP (National Math & Science Initiative College Preparatory Program) and NMSI LtF (Laying the Foundation) strategies and resources to improve instruction and performance and to develop vertical plans to address the needs identified.</p> <p>Strategy's Expected Result/Impact: 1. The percent of AP "met criteria" scores in any subject will increase from 11.7% in 2019 to 15% in 2025.</p> <p>Staff Responsible for Monitoring: Director of GT & Advanced Academic Services T&L Content Directors LOTE Department</p> <p>Funding Sources: - 199 Local - \$135,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Sending letters to parent/guardians providing information regarding automatic admissions to institutions of higher education.</p> <p>Strategy's Expected Result/Impact: Increased awareness regarding admissions to college</p> <p>Staff Responsible for Monitoring: Director of Counseling Secondary Schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 1: STAAR - EOC (excluding 3-8 reading and math) Domain I performance will increase by at least 5% (based on accountability results).





Evaluation Data Sources: Campus visits, district assessments, and STAAR scores

<p>Strategy 1: 1. Use Solution Tree's PLC Model to improve collaboration among teachers.</p> <p>2. Effective use of Sheltered Instruction practices to develop teacher capacity in working with EL's.</p> <p>3. Use Lead4ward/STAAR4ward as a means of organizing data, providing instructional strategies, and resources for educators.</p> <p>4. Using TEKS Resource System to dive deeper into standards and align curriculum.</p> <p>5. Using Laying the Foundation's resources to improve the rigor of all courses. (Currently Science only but developing similar options in Social Studies)</p> <p>6. Science will be utilizing Jennifer Adams Consulting and STEMScopes at elementary campuses to assist with planning, creation of assessments, and depth of rigor training.</p> <p>Strategy's Expected Result/Impact: 1. Increase teacher effectiveness in lesson planning and meaningful work reflecting the standards.</p> <p>2. Increase student performance on essential standards through district assessments.</p> <p>3. Decrease gaps between targeted populations and all students on district checkpoints and STAAR tests.</p> <p>4. Increase percentage of master's level achievement.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer T & L Executive Staff Director of Science Director of Social Studies Director of GT and Advanced Academics Campus Administration</p> <p>Funding Sources: - 263 Title III, Bilingual - \$30,000, - 199 Local - \$252,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide training in use of systems to support inclusive education.</p> <p>Strategy's Expected Result/Impact: Improvement in special education performance.</p> <p>Staff Responsible for Monitoring: Special Education Campus Personnel</p> <p>Funding Sources: - IDEA - Special Ed. - \$40,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: The Bilingual campus administrator and 4th grade bilingual teachers will review district transition criteria and schedule students in language appropriate classes (Spanish vs. English).</p> <p>Strategy's Expected Result/Impact: 1. Increased TELPAS scores</p> <p>2. Increase student performance on essential standards through district checkpoints and STAAR results.</p> <p>Staff Responsible for Monitoring: Campus Administration Executive Director of ELL ELL Supervisors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Professional development will be provided to assist teachers and administrators in developing a comprehensive understanding of the Bilingual/ESL program model and the ELPs to meet the linguistic, cognitive, and affective needs of our ELs.</p> <p>Strategy's Expected Result/Impact: 1. Increased use of differentiated instruction.</p> <p>2. Increased students' comprehensible input.</p> <p>3. Decrease in the negative motivational/emotional factors that impact student success.</p> <p>4. Increased student performance on essential standards through district checkpoints and STAAR/EOC and TELPAS results.</p> <p>Staff Responsible for Monitoring: Campus Administration Executive Director of EL EL Supervisors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 2: The attendance rate will increase to 96% or greater.





<p>Strategy 1: Monitor attendance reports on a weekly basis at the campus level and as a district on a six weeks basis.</p> <p>Strategy's Expected Result/Impact: Evidence of monitoring will be a decrease in chronic absenteeism, and loss of credits or final grade due to attendance.</p> <p>Staff Responsible for Monitoring: Supervisor of Student Attendance Campus administrators Counselors Designated Attendance Committee Members Executive Director of Student Services Dropout Prevention and Intervention Coordinator</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Develop campus plans that are designed to improve attendance and provide incentives for students.</p> <p>Strategy's Expected Result/Impact: Evidence will include completed plans and list of students who received incentives for improved attendance. In addition, communication with parents regarding ongoing attendance patterns, attendance laws, and the connection between attendance and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Supervisor of Student Attendance Campus administrators Counselors Designated Attendance Committee Members Executive Director of Student Services Dropout Prevention and Intervention Coordinator</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 3: In addition to compliance required professional development, additional opportunities will be offered that support targeted instructional expectations.

Evaluation Data Sources: Staff Development sign in sheets, Counseling lessons for students, Counselor monthly calendars, counselor training sign in sheets and PEIMS reports students on track.

<p>Strategy 1: Training will be provided for Reporting Child Abuse, Dating Violence, Bullying Reporting, and Suicide Prevention with the expectation that more consistent and effective communication with stakeholders will occur.</p> <p>Strategy's Expected Result/Impact: Awareness will be raised and students will be in a safer environment.</p> <p>Staff Responsible for Monitoring: Director of Guidance & Counseling, Campus Counselors, Principals</p> <p>Funding Sources: Region 18 Suicide Prevention Training - 255 Title II - \$4,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Campus Counselors will use Values Plus and Character Education presentations to assist with peer mediation skills for students.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to problem solve social conflicts that might arise with peers.</p> <p>Staff Responsible for Monitoring: Director of Guidance & Counseling, campus counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Training for transcript building and interpretation/review</p> <p>Strategy's Expected Result/Impact: 1. Increase number of students on-track toward graduation</p> <p>Staff Responsible for Monitoring: Director of Counseling Executive Director of Secondary Schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: In addition to offering required GT initial 30 hour professional development, 6 hour updates and administrator/counselor 6 hours, secondary and elementary staff will have the opportunity participate in the College Preparatory Program for AP teachers and in Laying the Foundation program for EAS teachers and interested others for the three years from 2020-21 through 2022-23,</p> <p>Strategy's Expected Result/Impact: 1. Increased use of differentiated instruction. 2. Increased students' comprehensible input. 3. Decreased negative motivational/emotional factors that impact student success. 4. Increased student performance on advanced as well as essential standards through on-grade-level and high stakes measures to include but not be limited to STAAR/EOC, PSAT, ACT, SAT, TSI, and AP exams.</p> <p>Staff Responsible for Monitoring: Campus Administrator Director of GT and Advanced Academics T & L Directors</p> <p>Funding Sources: - Grants - NMSI funding - \$132,000, - 199 Local - G/T Required PD - \$7,400, - 199 Local - In Kind NMSI -District funding - \$27,750</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 5: Professional development will be provided to assist teachers and administrators in developing a comprehensive understanding of the Bilingual/ESL program and the ELPs to meet the linguistic, cognitive, and affective needs of our ELLs.</p> <p>Strategy's Expected Result/Impact: 1. Increased use of differentiated instruction.</p> <p>2. Increased students' comprehensible input.</p> <p>3. Decrease in the negative motivational/emotional factors that impact student success.</p> <p>4. Increased student performance on essential standards through district checkpoints and STAAR/EOC and TELPAS results.</p> <p>Staff Responsible for Monitoring: Campus Administration Executive Director of ELL</p> <p>Funding Sources: - 263 Title III, Bilingual - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Students K-1 will participate in dyslexia screening per TEA directive to determine appropriate support and services.</p> <p>Strategy's Expected Result/Impact: 1. Dyslexia students will be identified for support. 2. Achievement gap will decrease and students will move to on-grade level performance in reading.</p> <p>Staff Responsible for Monitoring: Dyslexia Assessment Staff Special Services Supervisor Executive Director of Special Services</p> <p>Funding Sources: - 199 Local - \$130,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 4: MISD will utilize resources provided by Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) to supplement programs and services provided to students who failed to meet the state's challenging academic standards.





Evaluation Data Sources: Sign-in sheets, agendas, campus and district surveys

<p>Strategy 1: The District will train Title I, Part A Campus Principals and School Contacts on requirements for Campus Parent Involvement Policy and School/Parent Compact and ensure that the schools have a Parental Involvement Policy and a Student Parent Teacher Compact that is reviewed annually by a committee that includes parents and community members.</p> <p>Strategy's Expected Result/Impact: Parents and families will become more involved and know and understand the expectations of the school, the students and the parents.</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs, Principals</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The District and Title I, Part A Campuses will conduct parental and family engagement activities throughout the year. The activities are to be effective in facilitating the meaningful participation of parents in their children's education.</p> <p>Strategy's Expected Result/Impact: Parents will have more meaningful participation in their children's education.</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs Principals An evaluation will be used to determine what adjustments should be made.</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p> <p>Funding Sources: - 211 Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: MISD will make available to parents the District Wide Parental Involvement Policy. Two meetings will be held per year with parents of Title I campuses for plan evaluation and input on revisions. Information from the District and Campus Climate surveys will be used to improve upon the plan.</p> <p>Strategy's Expected Result/Impact: Campus climate will be improved.</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Translation services will be provided in both Spanish and Hakha-Chin to help with student, teacher, parent, and campus communication for our ELL population, including but not limited to parent notes home, parent phone calls, teacher/parent conferences, campus evening meetings, etc.</p> <p>Strategy's Expected Result/Impact: Increased parent / school communication</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services & Executive Director of Bil/ESL</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 211 Title 1 - \$110,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: MISD will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs: Bilingual /ESL; Guidance/Counseling; PreK; Migrant; Homeless; Dyslexia; and Gifted and Talented by:Providing program descriptions and opportunities for parents to learn more about these programs and how they can receive training and participate on different advisory committees.Informing families of school district and community programs for students such as mentoring, tutoring, Summer School, nutrition, health, recreation and other intervention activities. Provide transitioning activities Elementary to Jr. High; Jr. High to Freshman High; and Freshman High to High School.</p> <p>Strategy's Expected Result/Impact: Parents and Families will become better informed about school programs. Improved transition between campuses/grade levels.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, principals, Campus Contacts, and Executive Director of Federal Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Monitor compliance and continued reporting for Federal grants through the end of the grant cycles</p> <p>Strategy's Expected Result/Impact: All grant time lines will be met.</p> <p>Staff Responsible for Monitoring: Executive Director Federal Programs</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: The Title I Activities Coordinator will ensure that Title I documentation requirements are met, PNP and campus required documents are monitored and collected, and Parent and Family Engagement requirements are met.</p> <p>Strategy's Expected Result/Impact: Title I compliance documentation is correct and submitted in a timely manner.</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: - 211 Title 1 - \$54,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.





Performance Objective 5: MISD as part of Title I Part C will report, monitor and provide services to Priority For Service (PFS) students as part of the PFS Action Plan

Strategy 1: MISD will participate in a Shared Services Arrangement (SSA) with ESC 18 for the Migrant Education Program Strategy's Expected Result/Impact: All instructional personnel working with migrant students will understand and use the Priority for Services reports for increased student achievement Staff Responsible for Monitoring: ESC18 MEP Staff, District Migrant Contact, and Executive Director of Federal Programs	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 6: Discretionary placements to DAEP of special education students will decrease from a risk ratio of 2.2 to 2.0 and African American students from 3.3 to 2.0.





Evaluation Data Sources: Six week Discipline placement reports will be provided to campus administrators.

<p>Strategy 1: All campuses will implement Restorative Practices to decrease discretionary placements to DAEP of special education students.</p> <p>Strategy's Expected Result/Impact: 1. Increase student performance on essential standards through district assessments.</p> <p>2. Decreased discretionary placements of special education students to DAEP.</p> <p>Staff Responsible for Monitoring: Campus Administration Executive Director of Special Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: District will employ a Student Behavior Support Coordinator to assist campuses with implementation of restorative practices</p> <p>Strategy's Expected Result/Impact: Fewer discretionary placements to alternative settings</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling</p> <p>Funding Sources: - Other - \$75,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 3) Campus behavior teams will participate in professional development related to disproportionality of disciplinary placements.</p> <p>Strategy's Expected Result/Impact: 1) There will be a decrease in disproportional out of class placements for African Americans across the district.</p> <p>Staff Responsible for Monitoring: T&L Executive Staff Campus Administration</p> <p>Funding Sources: - 199 Local - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 7: Support principals with recruiting and retaining teachers at all campuses, prioritizing the high needs campuses.

Evaluation Data Sources: Staffing Dashboard

<p>Strategy 1: 1) Provide tools and supports for campus principals to address possible causes of attrition.</p> <p>2) Professional support and development for Year 1 and Year 2 principals and teachers.</p> <p>Strategy's Expected Result/Impact: Increase retention rate</p> <p>Staff Responsible for Monitoring: HR Director, Campus Executive Directors, Campus Principals, Director of Leadership Development, Director of Professional Support</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Collaborate with community organizations to create housing incentives and relocation assistance for new hires.</p> <p>Strategy's Expected Result/Impact: Recruitment</p> <p>Staff Responsible for Monitoring: HR Department Finance Department, Education Foundation</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				