Pathway to Premier
MONTGOMERY ISD 2021-2024
STRATEGIC PLAN

MONTGOMERY INDEPENDENT SCHOOL DISTRICT
# Pathway to Premier

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline and Process of Development</td>
<td>1</td>
</tr>
<tr>
<td>Message from Our Superintendent</td>
<td>2</td>
</tr>
<tr>
<td>Overview of District Goals</td>
<td>4</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>5</td>
</tr>
<tr>
<td>School Safety</td>
<td>16</td>
</tr>
<tr>
<td>Finance &amp; Operations</td>
<td>22</td>
</tr>
<tr>
<td>Human Capital</td>
<td>28</td>
</tr>
<tr>
<td>Communications &amp; Customer Service</td>
<td>35</td>
</tr>
<tr>
<td>Action Team Members</td>
<td>END</td>
</tr>
</tbody>
</table>
Developing the Plan

PROCEDURAL OVERVIEW

TIMELINE OF EVENTS

October 2020
Board adopted district goals and performance objectives.

November 2020
Five Task Force Committees formed to focus on specific goals.

December 2020
Task Force committees met to begin analysis of strengths, weaknesses, opportunities and threats.

January 2021
Town Hall Meeting #1 at MHS with a focus on S.W.O.T. input

February 2021
Strategic Plan survey issued to employees, parents, students and community

March 2021
Town Hall Meeting #2 at LCHS to share and discuss survey data

April 2021
Board Leadership Workshop

April 2021
Town Hall Meeting #3 at MJH with initial draft goals presented

June 2021
Final draft of The Pathway to Premier presented to MISD Board

MISD
Board of Trustees

Mike Hopkins, Position 1
Shawn Denison, Position 2
Laurie Turner, Position 3
Trey Kirby, Position 4
Linda Porten, Position 5
Matt Fuller, Position 6
Gary Hammons, Position 7
Every journey begins with having an authentic understanding of where you are to identify the path needed to arrive at your desired destination. In Montgomery ISD, our desired destination is to be recognized as The Premier School District in Texas.

In this journey to Premier, together with the community, we have developed a strategic plan that empowers our school district to pursue excellence in how we serve our students and their families.

In October 2020, the Montgomery ISD Board of Trustees adopted a set of district goals that represent our targets to achieve Premier. The district goals are 1. Academic Achievement; 2. School Safety; 3. Finance and Operations; 4. Human Capital; and 5. Communications and Customer Service.

Shortly after the district goals were adopted by the Board, we formed five task force committees – each focused on one of the issues addressed by the goals. The task forces were comprised of district staff, parents, students and other stakeholders and spent several months examining district functions and developing key performance indicators and district initiatives and strategies to be included in the final strategic plan. The district also issued a communitywide survey and held three town hall meetings during the strategic plan development process to gather as much public input into the plan as possible. It was a priority for us to ensure the development of the strategic plan authentically represented the diverse voices in our community. Hundreds of voices were involved in this process.
The strategic plan calls for an unwavering commitment to increasing academic outcomes for all students, providing safe school environments where productive academic instruction can occur, exercising fiscal transparency while being responsible fiduciaries of taxpayer dollars, offering world-class educational tools and facilities, recruiting, hiring, growing, and retaining high-quality educators and employees, and engaging in clear and consistent communication with parents, staff, and stakeholders.

We will engage our public and grow future generations of leaders and productive citizens by offering innovative academic programs responsive to every student’s individual needs and educating the whole child by addressing student social and emotional well-being. We will embrace a pathway that leads to every student walking across a graduation stage and receiving a diploma before pursuing the college, career or military opportunity of their choice. In this pursuit of Premier, Montgomery ISD will be positive workplace culture of collaboration and trust.

My time of entry as superintendent of Montgomery ISD was centered around listening and learning – seeking first to understand, then to be understood. Conversations with hundreds of district stakeholders identified many strengths we have as a district, but also opportunities to improve. We will seek continuous improvement in identified growth areas through this strategic plan.

We are a very good school district. But, as Jim Collins has said, “Good is the enemy of great.” Our Board of Trustees and community expect consistent greatness from Montgomery ISD. Our students deserve nothing less.

This journey is not the easy path. The easy path is rarely the best path. There will be detours on our journey, but we will continue to engage our community, seek to innovate and improvise through challenges, and not waiver from our commitment to serving our students and families.

This is the Montgomery ISD Strategic Plan. This is our Pathway to Premier.
MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

MISD will responsibly manage the use of financial and operational resources in order to sustain equitable funding to support academic excellence and to provide safe, efficient operations of the district.

MISD will recruit, support, develop and retain highly qualified and effective personnel.

MISD will provide proactive and frequent engagement with employees, parents, and community to ensure effective communication, superior customer service, and a strong culture within the district.
MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

MISD will increase the number of students who demonstrate one year of academic growth in Reading and Math as measured by Domain II on the A–F Accountability System.

MISD will close performance gaps between identified student groups as measured by Domain III on the A–F Accountability System.

MISD will increase the number of students who are college, career or military ready (CCMR) as measured by Domain 1 on the A–F Accountability System.

MISD PreK through 3rd grade students will demonstrate reading readiness by scoring at grade level or above as measured on end of year assessments.

MISD PreK through 3rd grade students will demonstrate an understanding of essential math skills and concepts by scoring at grade level or above as measured on end of year assessments.

“Our whole reason for existence is KIDS! I want them to leave high school feeling prepared for future productive citizenship whether that be job skills, trade school, or college. All of them matter!”
DeAnna Peterson, MISD Counselor
MISD will increase the number of students who demonstrate one year of academic growth in Reading and Math as measured by Domain II on the A–F Accountability System.

KPI 1.1.1:
MISD students will demonstrate one year of academic growth in Reading and Math as measured by Domain II on the A–F Accountability System by increasing the raw score from (Benchmark in SY 20–21) to a raw score of 76. (76 is the minimum score necessary for a scaled score of 90 on the A–F accountability system.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
</tr>
<tr>
<td>Reading</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KPI 1.1.2:
Grade 4 through EOC II STAAR Academic Growth ELA:
The percentage of students who achieved one year of growth will increase to 76% by the 2024-25 school year.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>5</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>6</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>7</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>8</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>9</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>English EOC I</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>English EOC II</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

KPI 1.1.3:
Grade 4 through Algebra 1 STAAR Academic Growth MATH:
The percentage of students who achieved one year of growth will increase to 76% by the 2024-25 school year.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>5</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>6</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>7</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>8</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>
MISD will close performance gaps between identified student groups as measured by Domain III on the A-F Accountability System.

KPI 1.2.1: 
MISD will close performance gaps as measured by Domain III on the A-F Accountability System scale score from (Benchmark in SY 20-21) to 91 for the following subgroups: African American, Hispanic, Special Education, and Economically Disadvantaged.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
</tr>
<tr>
<td>Reading</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KPI 1.2.2: 
Grade 3 through EOC II STAAR Academic Achievement ELA: The percentage of students in the following subgroups who achieve Meets Grade Level or Above will increase each year to reach stated target by the 2024–25 school year. (Goal targets for MISD student subgroups are set at the minimum raw score necessary for each subgroup as determined by TEA.)
## Balanced Scorecard: Goal 1

### Goal Performance Objective 2

<table>
<thead>
<tr>
<th>Grade 5: All Students</th>
<th>Benchmark</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6: All Students</th>
<th>Benchmark</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7: All Students</th>
<th>Benchmark</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8: All Students</th>
<th>Benchmark</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English EOC I: All Students</th>
<th>Benchmark</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English EOC II: All Students</th>
<th>Benchmark</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>
**Balanced Scorecard: Goal 1**

**GOAL PERFORMANCE OBJECTIVE 2**

KPI 1.2.3:
Grade 3 through Algebra 1 STAAR Academic Achievement MATH:
The percentage of students in the following subgroups who achieve meets Grade Level or Above will increase each year to reach stated target by the 2024–25 school year.
(Goal targets for MISD student subgroups are set at the minimum raw score necessary for each subgroup as determined by TEA.)

<table>
<thead>
<tr>
<th>Grade Level and Identified Subgroup</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
</tr>
<tr>
<td>Grade 3: All Students</td>
<td>Benchmark</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>

| Grade 4: All Students               | Benchmark | 46%       | 46%       | 46%       | 46%       | 46%       |
| African American                    | Benchmark | 31%       | 31%       | 31%       | 31%       | 31%       |
| Hispanic                            | Benchmark | 40%       | 40%       | 40%       | 40%       | 40%       |
| Special Education                   | Benchmark | 23%       | 23%       | 23%       | 23%       | 23%       |
| Economically Disadvantaged          | Benchmark | 36%       | 36%       | 36%       | 36%       | 36%       |
## Balanced Scorecard: Goal 1

### Goal Performance Objective 2

<table>
<thead>
<tr>
<th>Grade 5: All Students</th>
<th>Benchmark</th>
<th>46%</th>
<th>46%</th>
<th>46%</th>
<th>46%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Grade 6: All Students</td>
<td>Benchmark</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Grade 7: All Students</td>
<td>Benchmark</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Grade 8: All Students</td>
<td>Benchmark</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Algebra I: All Students</td>
<td>Benchmark</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>African American</td>
<td>Benchmark</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Benchmark</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Benchmark</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Benchmark</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>
MISD Pre-K through 3rd grade students will demonstrate reading readiness by scoring at grade level or above as measured on end of year assessments.

### Balanced Scorecard: Goal 1

#### GOAL PERFORMANCE OBJECTIVE 4

<table>
<thead>
<tr>
<th>STAAR Meets Grade Level or above in Reading</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Percent of 3rd grade Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Grade Students on Grade-Level or above</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Percent of 2nd Grade Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Grade Students on Grade-Level or above</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Percent of 1st Grade Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten Students on Grade-Level or above</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Percent of K Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-K Students on Grade-Level or above</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Percent of Pre-K Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KPI 1.4.1:** The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Reading will increase to 85% by the end of the 2024-25 school year.

**KPI 1.4.2:** The percent of Second Grade students that score on grade level or above on the end of year screeners in Reading (MClass Composite score) will increase to 85% by the end of the 2024-25 school year.

**KPI 1.4.3:** The percent of First Grade students that score on grade level or above on end of year in Reading (MClass Composite score) will increase from (Benchmark in SY20-21) to 85% by August 2025.

**KPI 1.4.4:** The percent of Kindergarten students that score on grade level or above on end of year screeners in Reading (MClass Composite Score) will increase to 85% by the end of the 2024-25 school year.

**KPI 1.4.5:** The percent of Pre-K students that score on grade level or above on end of year screeners in Reading (Wave 1 and Wave 2) will increase to 90% by the end of the 2024-25 school year.
MISD Pre-K through 3rd grade students will demonstrate an understanding of essential math skills and concepts by scoring at grade level or above on end of year assessments.

| KPI 1.5.1: | The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 90% by the end of the 2024-25 school year. |
| KPI 1.5.2: | The percent of Second Grade students that score on grade level or above on the MISD end of year screeners in Math will increase to 90% by the end of the 2024-25 school year. |
| KPI 1.5.3: | The percent of First Grade students that score on grade level or above on the MISD end of year screeners in Math will increase to 90% by the end of the 2024-25 school year. |
| KPI 1.5.4: | The percent of Kindergarten students that score on grade level or above on the MISD end of year screeners in Math will increase to 95% by the end of the 2024-25 school year. |
| KPI 1.5.5: | The percent of Pre-K students that score on grade level or above on the MISD end of year screeners in Math will increase to 95% by the end of the 2024-25 school year. |
GOAL 1: ACADEMIC ACHIEVEMENT

- The district will implement a comprehensive Learning Management System.
- The district will increase and sustain the ratio of classroom technology devices to students.
- Conduct a program review for the GT program to include input from teachers, parents, administrators and students to determine strengths and weaknesses of current program. In addition, the review should include collecting information from other districts and site visits.
- Conduct a program review of the Dual Language Program to include input from teachers, parents, administrators and students to determine the strengths and weaknesses of the current program.
- Conduct a program review of the Special Education Program through the Texas Association of School Boards to include input from teachers, parents, administrators and students to determine the strengths and weaknesses of the current program.
- Offer courses that allow for inclusion of students receiving Special Education services while supporting their post-secondary goals.
- Update the referral process for Section 504 and Dyslexia requests in order to provide more timely and efficient evaluations.
- Work with the Director of Curriculum and Instruction to strengthen and improve Academic RTI processes on all campuses.
- Work with the Director of Curriculum and Instruction to strengthen and improve the writing processes on all campuses to improve writing proficiency scores for the district.
- Designate instructional minutes in grades PreK–3rd to provide instruction on handwriting and phonics.
- Provide professional development in differentiated instruction.
- Implement learning opportunities and enrichment programs for parents of English Language Learners, GT, 504 and Special Education students.
- Implement enrichment opportunities for after-school/summer programs.
- Provide opportunities for vertical curriculum alignment across the district.
- All elementary teachers (K – 5) will complete the Science of Reading (Reading Academy) to build capacity.
- Continue communication that promotes and highlights the benefits of the Pre-K and Dual Language Programs.
- Provide professional development on using data from common assessment/benchmark assessment to improve instructional practices.
• Implement peer observations to provide for classroom teachers to model highly effective teaching strategies.
• Identify current Dual Credit courses and possible future courses; survey students to determine interests; determine the number of teachers certified to teach dual credit.
• Increase AP/Dual Credit enrollment and performance.
• Provide annual training on the current accountability system.
• Annually review Montgomery Aligned Curriculum, district resources, pacing guides, course offerings to ensure all are aligned to grade level rigor.
• Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.
• Work with CTE director to align and match IBC with current CTE courses.
• Provide educational facilities that support a full range of CTE courses addressing college, career and military readiness expectations.
• Broaden paths for CTE Programs, including guidance/education for parents and students in choosing these paths at both the junior high and high school level.
• Implement career development education on all campuses by:
  ◦ Elementary – incorporate career awareness by introducing various types of careers.
  ◦ Junior High – incorporate career exploration activities in both middle schools.
  ◦ High School – survey students and develop College and Career paths for every student through high school.
• Provide multiple opportunities for parent and student training and awareness on college or career/technical school (application process, financial aid, scholarships).
• Form partnerships with local businesses to offer internship opportunities that support students’ post-secondary goals.
• Increase registration for PSAT, school day SAT/ACT, and TSI (and perform well and meet college readiness standards)
  ◦ Providing district wide study sessions (boot camps)
• Provide professional development on restorative discipline practices and threat assessment training, along with classroom management, teacher-student relationship building, de-escalation, implicit bias, functional behavioral assessment and behavior intervention plans to improve all facets of campus culture.
• Implement attendance contracts or incentives for student attendance to assist with a positive impact on student’s GPA, college readiness, and overall success in school.
MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Training: MISD will provide a safe and orderly learning environment and rigorously enforce all safety and security measures by ensuring 100% of staff and students are trained on all required trainings including: active shooter, safety policies, procedures, and protocols.

Safety: MISD will perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate.

Safety: MISD will implement best practices which will result in students, parents, and staff experiencing a safe and secure environment.

Student Wellness: MISD will implement best practices relating to mental health awareness and training, trauma informed training, character education, and mentor programs.

"The school has done an excellent job with safety. I think this district has done our children a great service and has put them in a position to succeed. Please keep up these excellent efforts and continue to improve."
Justin Funk MISD Parent
Training: MISD will provide a safe and orderly learning environment and rigorously enforce all safety and security measures by ensuring 100% of staff and students are trained on all required trainings including: active shooter, safety policies, procedures, and protocols.

KPI 2.1.1
All employees will participate in an annual active shooter training.

KPI 2.1.2
All employees will participate in training on the district safety plan annually.

KPI 2.1.3
Each campus will complete all district and state-required safety drills annually.
Safety: MISD will perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate.

KPI 2.2.1
All facilities will participate and review their annual internal safety audit and correct areas of concern in preparation for the state required three-year external audit.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th></th>
<th>2022-2023</th>
<th></th>
<th>2023-2024</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

"I love the teachers and the schools here in Montgomery. I am so happy to be in a district that helps set my children up for a college education and/or career path. The teachers seem to genuinely care about making each student do their best and be their best.”
MISD Parent
**Balanced Scorecard, Goal 2**

**GOAL PERFORMANCE OBJECTIVE 3**

**Safety:** MISD will implement best practices which will result in students, parents, and staff experiencing a safe and secure environment.

**KPI 2.3.1**
The percentage of students that report experiencing a safe and secure school environment will increase by 3% annually.

**KPI 2.3.2**
The percentage of parents that report experiencing a safe and secure school environment will increase by 3% annually.

**KPI 2.3.3**
The percentage of staff that report experiencing a safe and secure school environment will increase by 3% annually.

**KPI 2.3.4**
Customer satisfaction of the MISD Police Department will be at or above 90% each year.
**Student Wellness:** MISD will implement best practices relating to mental health awareness and training, trauma informed training, character education, and mentor programs.

**KPI 2.4.1**
All employees that work with students will complete trauma-informed training annually.

<table>
<thead>
<tr>
<th>KPI 2.4.2</th>
<th>The number of mentors participating in the district mentor program will increase annually.</th>
</tr>
</thead>
</table>

| KPI 2.4.3 | The percentage of students reporting that their social and emotional needs are being met by their school will increase by 3% annually. |

<table>
<thead>
<tr>
<th>KPI 2.4.1</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

| KPI 2.4.2 | September 2021 Baseline | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Target | Actual | Target | Actual | Target | Actual |
| +10 mentors | +10 mentors | +10 mentors |

| KPI 2.4.3 | September 2021 Baseline | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Target | Actual | Target | Actual | Target | Actual |
| +3% | +3% | +3% |
GOAL 2: SCHOOL SAFETY

- Implement social emotional/character education programs for Elementary, Junior High and High School students and provide necessary training for selected programs.
- Conduct trainings planned and presented through Chief of Police and campus administration each year.
- Conduct monthly safety drills.
- Conduct lock down drill on each campus each semester and provide opportunities for staff feedback.
- Maintain up-to-date procedures and expectations relating to safety drills through a district shared folder.
- Implement a secure communication system for all stakeholders to report social, emotional, and safety concerns.
- Form a committee to study tracking systems, such as badges, to assist with tracking/locating students in an emergency and for purposes of bus transportation.
- Provide information to faculty, parents, and students regarding social media safety, drug safety, bullying prevention, mental health issues, and cybersecurity.
- Enhance and extend Behavior Response to Intervention practices and training.
- Clearly define role of counselors in the district and increase student access to mental health counseling.
- Increase the number of counselors in the district and/or supports allowing counselors to maintain focus on addressing student needs.
- Implement anti-bullying initiatives and continually review process for investigating bullying.
- Implement partnerships with non-profits providing community services for non-academic assistance.
- Develop a training plan that is specific to school/central office and other district sites.
- Develop processes and protocols for in-district audits at both elementary and secondary levels.
- Provide a comprehensive selection of professional development for staff in the areas of mental health awareness and trauma-informed.
- Develop processes and protocols for recruiting, training and supporting mentors
- Establish a committee to explore alternative educational options for students.
- Develop the Montgomery ISD Comprehensive Counseling Plan along with district counseling guidelines modeled after the Texas Model for Comprehensive School Counseling Programs, 5th edition.
- Adopt a digital citizenship curriculum for grades 4-12.
- Perform ongoing internal and external cyber security and technology vulnerability audits and phishing tests.
- Actively monitor vaping issues/vaping monitors on secondary campuses.
- Proactively monitor issues regarding drugs.
- Install and maintain surveillance equipment designed to increase safety and security.
- Improve student and police relationships and partnerships through the Leadership Academy.
- Address substance abuse by implementing prevention programs.
- Provide opportunities for officer development including specialized training.
- Increase the number of officers on high school campuses.
- Start a Citizen Police Academy in order to improve community relations and knowledge of Educational Law Enforcement.
Goal 3

FINANCE & OPERATIONS

MISD will responsibly manage the use of financial and operational resources in order to sustain equitable funding to support academic excellence and to provide safe, efficient operations of the district.

- Accurately account for all financial transactions of the district.
- Utilize a transparent, collaborative budget process culminating in the adoption of a balanced budget.
- Ensure the district's financial stability through an appropriate fund balance.
- Create processes and management structures to promote effective and efficient use of departmental resources.

"I hope to gain as much knowledge to prepare me for life after high school. I am looking to gain life skills that I will actually use after high school."
Grace Tilley, MISD Student
Balanced Scorecard: Goal 3

GOAL PERFORMANCE OBJECTIVES 1 & 2

Accurately account for all financial transactions of the district.

**KPI 3.1.1:**
The District will receive a clean audit with no findings and an unmodified opinion from an independent auditor on annual basis.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Utilize a transparent, collaborative budget process culminating in the adoption of a balanced budget.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**KPI 3.2.1**
The community will receive at least four public forum updates during the development of the annual budget.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**KPI 3.2.2**
The Board of Trustees will receive quarterly updates on the status of the district’s budget.
Balanced Scorecard: Goal 3

GOAL PERFORMANCE OBJECTIVES 3 & 4

Ensure the district’s financial stability through an appropriate fund balance.

**KPI 3.3.1:**
At each fiscal year end, the District’s fund balance will be at least 25% of the total budget, but will not exceed 50% of the total budget.

<table>
<thead>
<tr>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>25% - 50%</td>
<td>25% - 50%</td>
<td>25% - 50%</td>
<td>25% - 50%</td>
</tr>
</tbody>
</table>

Create processes and management structures to promote effective and efficient use of departmental resources.

**KPI 3.4.1:**
Each year, the district will improve overall energy conservation on each campus and facility for a collective measurable reduction of at least $300,000 in net savings.

**KPI 3.4.2:**
The Transportation Department will experience a 3% decrease in staff turnover each year.

**KPI 3.4.3:**
Parent satisfaction of the Transportation Department will increase by 3% annually.
KPI 3.4.4: The Maintenance Department will meet or exceed the industry standard of work order completion time (15 days).

KPI 3.4.5: Customer satisfaction of the Maintenance Department will be at or above 90% each year.

KPI 3.4.6: Districtwide school breakfast program participation will meet or exceed 25%.

KPI 3.4.7: Districtwide school lunch program participation will meet or exceed 50%.
KPI 3.4.8: Customer satisfaction of the Child Nutrition Department will be sustained at 90% annually.

KPI 3.4.9: Customer satisfaction of the Technology Department will be at or above 90% each year.

KPI 3.4.10: The technology department will decrease annually its average response time to requests by staff for technology integration assistance.
GOAL 3: FINANCE & OPERATIONS

- Develop written financial procedures manual and update annually.
- Evaluate current financial software system (TxEIS); if necessary investigate & implement new financial software system.
- Train finance, district, and campus staff on appropriate financial procedures.
- Create targeted internal audit measures.
- Evaluate and expand revenue-generating ideas within MISD.
- Develop data-driven allocation formulas for campuses and implement zero-based budgets for departments.
- Distribute allocations and provide informational sessions on how allocations are formulated.
- Utilize new tools to provide historical and dashboard data to campuses and departments.
- Track student growth, campus improvement and department effectiveness in relation to funds allocated.
- Educate employees and community on the importance of maintaining a healthy district fund balance.
- Integrate opportunities for enhancing two-way communication concerning cost-efficiency measures.
- Develop MISD Energy Conservation Guideline document and introduce it to all faculty and staff.
- Create Energy Savings video and provide as annual training for faculty and staff.
- Develop an energy management website for transparency and reporting of energy data, energy conservation guidelines, and recycling data by campus or building.
- Examine campus start times and number of transportation tiers to maximize efficiencies.
- Develop district vehicle replacement schedule.
- Implement a proactive plan of facility modernization.
- Establish deferred maintenance needs and budget.
- Modernize the tracking of work orders and prioritization process.
- Clearly define district vs. campus costs and financial responsibilities.
- Engage in an annual cycle of departmental audits and reports to the Board.
- Establish official end-user device life cycle and purchase devices and warranty coverage accordingly.
Goal 4

HUMAN CAPITAL

MISD will recruit, support, develop and retain highly qualified and effective personnel.

- Compensation and Benefit Plans will be reviewed for comparability and competitiveness compared to other regional districts.
- Develop and implement a comprehensive approach to ensure the retention of effective employees.
- Collect, analyze, and respond to an ongoing collection of decision-making data to measure morale, working conditions, and professional development needs among MISD employees.
- Develop professional learning supports and resources to enhance employee capacity and opportunity for growth.
- Develop and implement a comprehensive recruiting plan with multiple sourcing strategies to obtain high quality candidates to meet specific needs including a strategic focus on diversity.

“Our campus is phenomenal and I am so thankful for both of my children’s teachers. They communicate and care for both of them.”
Kendra Hendon, MISD Parent
Assess the current Compensation and Benefit Plans for comparability and competitiveness compared to other regional districts.

KPI 4.1.1
By 2023-24, district salaries will increase to at least the 90th percentile within the region.

<table>
<thead>
<tr>
<th></th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase</td>
<td></td>
<td></td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

"We need strong non-profits to come work alongside the schools so that those finances brought in for the school district can first and foremost go to the classroom."
Shannan Reid, Community Member
Develop and implement a comprehensive approach to ensure the retention of effective employees.

**KPI 4.2.1**
The percentage of employees leaving MISD reporting a satisfactory experience will increase by 3% each year.

<table>
<thead>
<tr>
<th>September 2021 Baseline</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>+3%</td>
<td>+3%</td>
<td>+3%</td>
<td></td>
</tr>
</tbody>
</table>

**KPI 4.2.2**
The retention percentage of effective employees with 0-5 years of experience will be at or above 90% each year.

<table>
<thead>
<tr>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**KPI 4.2.3**
The retention percentage of effective employees with 6+ years of experience will be at or above 90% each year.

<table>
<thead>
<tr>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**KPI 4.2.4**
Hiring managers will document annual increased satisfaction with quality candidates serving in "hard to staff" positions.

<table>
<thead>
<tr>
<th>2021 Baseline</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Actual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase</td>
<td>Increase</td>
<td>Increase</td>
<td>Increase</td>
</tr>
</tbody>
</table>
Collect, analyze, and respond to an ongoing collection of decision-making data to measure working conditions and professional development needs among MISD employees.

**KPI 4.3.1**
The percentage of employees who would recommend the district as a positive place to work will be at or above 90% each year.

**KPI 4.3.2**
The percentage of employees who believe the district offers quality professional development opportunities will be at or above 90% each year.
Develop professional learning supports and resources to enhance employee capacity and opportunity for growth.

**KPI 4.4.1**
The number of employees reporting they receive relevant job-embedded professional development will be at or above 90% each year.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KPI 4.4.2**
100% of staff will be evaluated on an annual basis using systematic, routine, and approved appraisal tools.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“My hopes are that we are sensitive to listen to the students whose families don’t voice their concerns. That has to come through the teachers of these students. As teachers develop the relationships with them, we will learn what we can do to get them to the best place.”

MISD Community Member
Develop and implement a comprehensive recruiting plan with multiple sourcing strategies to obtain high quality candidates to meet specific needs including a strategic focus on diversity.

KPI 4.5.1
The number of new hires reporting satisfaction with the employee onboarding process will be at or above 95% each year.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KPI 4.5.2
The district will participate in a minimum of four recruiting events each year.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"My hope is that every child is nurtured, given reinforcement, and feels loved by each person they associate with each day. I hope they all want to come to school each morning!"

Malynda King
MISD Employee
GOAL 4: HUMAN CAPITAL

- Create end-of-year survey for hiring managers related to quality and availability of candidates.
- Create survey for new employees regarding the onboarding process.
- Develop, implement, and maintain a robust compensation and benefits package that will attract and benefit all staff members.
- Develop, expand and communicate employee wellness options.
- Monitor compensation packages to ensure competitiveness with comparison districts.
- Partner with community stakeholders to provide annual events connecting employees with the community.
- Maintain and publish updated profiles/job descriptions for positions.
- Implement state’s Teacher Incentive Allotment program.
- Disseminate a comprehensive exit survey to staff separating from MISD.
- Expand the current MISD Mentoring Program to support all employees and promote career advancement pathways and other growth opportunities.
- Create and implement a professional development plan that aligns with the needs of staff and responds to the diverse academic needs of students.
- Provide routine and systematic evaluation cycles for all employees.
- Create MISD Core Values to be shared with all employees.
- Maintain a comprehensive staffing model based on needs assessment and allocation of resources.
- Utilize universal system for monitoring personnel, measure performance and manage hiring, transfers, benefits, employee concerns, and termination.
- Develop HR standards for streamlined utilization of time/resources, hiring timelines, vacancies, transfers, and staff quality, etc.
- Collect data by means of an EOY staff development needs assessment to drive decision making and planning to support employee needs.
- Attract potential applicants using multiple recruiting, sourcing and marketing methods.
- Collaborate with MISD Technology department to create an informative website for potential applicants.
- Explore opportunities to create an Employee Assistance Program.
- Create a districtwide initiative to ensure a culture of respect and psychological safety.
- Review district grievance process to ensure fairness, transparency and clarity.
MISD will provide proactive and frequent engagement with employees, parents, and community to ensure effective communication, superior customer service, and a strong culture within the district.

- Provide opportunities for feedback from staff, parents and students.
- Provide stakeholders effective external communication frequently throughout the school year.
- Provide stakeholders effective internal communication on a weekly basis throughout the school year.
- Provide opportunities for the building of a strong culture within the district.
- Provide multiple opportunities for two-way communication.

"Teachers and staff have gone far beyond what would be expected in staying in touch and keeping me aware of how my boys are doing."
Glenn Farley, MISD Parent
Balanced Scorecard: Goal 5

GOAL PERFORMANCE OBJECTIVES 1 & 2

Provide opportunities for feedback from staff, parents and students.

KPI 5.1.1:
The district will hold a minimum of four town hall meetings a year.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide stakeholders effective external communication frequently throughout the school year.

KPI 5.2.1:
The number of followers on district social media accounts will increase by 5% each year.

KPI 5.2.2:
The percentage of parents reporting satisfaction with clarity of district communication will be at or above 90% each year.

KPI 5.2.3:
The district will promote 48 positive district or school stories to the media each year.

MONTGOMERY INDEPENDENT SCHOOL DISTRICT
Provide stakeholders effective internal communication on a weekly basis throughout the school year.

**KPI 5.3.1:**
The Superintendent will provide written updates to district staff each week during the academic year.

**KPI 5.3.2:**
The percentage of employees reporting satisfaction with clarity of district communication will be at or above 90% each year.

Provide opportunities for the building of a strong culture within the district.

**KPI 5.4.1:**
The percent of employees reporting a strong district culture will be at or above 75% each year.

**KPI 5.4.2:**
The percentage of parents reporting that district communication is transparent will remain at or above 90% each year.

**KPI 5.4.3:**
The percentage of employees reporting that district communication is transparent will remain at or above 90% each year.
Balanced Scorecard: Goal 5

GOAL PERFORMANCE OBJECTIVE 5

Provide multiple opportunities for two-way communication.

KPI 5.5.1: The Superintendent will hold two “all staff” meetings at every campus each academic year.

KPI 5.5.2: The percentage of parents reporting satisfaction with the district’s customer service will remain at or above 90% each year.

<table>
<thead>
<tr>
<th>KPI</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
</tr>
<tr>
<td>5.5.1</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5.5.2</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Engage with a third-party vendor to conduct an annual district survey.
Improve district and school websites to better communicate with the public.
Provide training for campus-based staff assigned to updating district websites.
Develop district social media campaigns, policies and best practices.
Ensure all campuses have an active Facebook account for positive school PR and a specific employee assigned to run and monitor account.
Establish district blog for placement of district updates and positive stories.
Establish written process for communicating Board of Trustee activity.
Include additional languages in districtwide and school communications.
Develop written district crisis communications plans.
Establish written district process for weather/closure communications.
Develop marketing strategy for district to increase enrollment, enhance culture and build awareness of and support for various academic programs.
Provide principals and senior leaders with crisis communication training.
Add a tool for parents, staff or community members to share positive story ideas with the MISD Communications Department.
Form committee of district teachers/staff from each campus to advise and bring positive story ideas to administration and share campus strategies intended to improve employee morale and culture.
Partner with Montgomery Area Chamber of Commerce to form a coalition of school district, business and community members to advocate for funding and other needs of the district at the federal, state and local levels of government.
Partner with third party to enhance district and school branding and marketing material (logos, graphics, collateral, other materials).
Establish and create uniform districtwide branding assets and communications templates (example: templates for PowerPoint and Word Documents).
Expand and enhance employee recognition programs.
Add students and parents to the "Gold Card" recognition process.
Identify third-party platform to improve two-way communication between schools and parents.
Set standards and goals for response times to outside inquiries.
STRATEGIC PLANNING MEMBERS

Joan Allen
Ashley Allison
Angela Alvarez
Jennifer Bagwell
Catherine Bartlett
Matt Bess
Alison Bowen
Carole Boyle
Missy Brewer
Meredith Burg
Katie Burleson
Amy Busby
Kacey Butler
Kimberly Campbell
Angie Chapman
Linda Chilcoat
Deborah Cole
Caelyn Constantine
Lauren Coughlin
Matt Davis
Morgan Dearing
Madeleine Deggs
Adam Denison
Shawn Denison
Carrie Dodson
Jennifer Dossey
Christie Ducharme
Joe Dukes
Courtney Dyer
Brett Eaton

Phil Eaton
Jeneca Egloff
Isabel Espinoza
Carrie Fitzpatrick
Christie Fleming
Alicia Fowler
Melissa Freeman
Matt Fuller
Barbara Gagliano
Mark Garrity
Hadra Garrity
Regina Gaspard
Jaeden Gomez
Wendy Graves
Jennifer Griffin
Jay Grimes
Tiffany Gross
Gary Hammons
Jo Hawk
Alicia Hawkins Williams
Lilit Hayden-Udumyan
Amanda Hendon
Jacob Hoffart
Robin Holcomb
Mark Hooker
Mike Hopkins
Chris Hyek
Kathy Jenison
Steve Johnston
Amy Jones

Valissa Jones
Laura Keith
Leigh Kelly
Dannette Key
Trey Kirby
Mallory Kirby
Jennifer Krikorian
Valerie Krizan
Kimber Lehmann
Kristi Lobue
Kelly Lout
Lorra Lynch
Kris Lynn
Lauren Maddox
Justin Marino
Jaime McAllister
Rick McDougald
Duane McFadden
Jolynda McGrath
Ginger McMillian
Nichole Meador
Lisa Miller
Kathy Miller
Pegi Morgan
Chris Morgan
Bobby Morris
Dr. Heath Morrison
Lisa Myers
Emma Nickerson
Kinley Niesner
Presley Niesner
Heather Norris
Kate Norsworthy
Johnny Ogden
Michael Ogorchock
Amanda Ogorchock
Susan Pecor
Joseph Piotrowski
Cline Piotrowski
Bo Poole
Linda Porten
Amanda Robinson
Jody Ryan
Brent Ryan
Michele Salter
Christina Sato
Len Schendel
Andria Schur
Scott See
Christie Shefchik
Kristen Shehane
Adam Simmons
Kayla Simons
Beth Smith
Shelby Smith
Kenzie Soape
Renee Sorrell
Stephen Philips
Madeline Stewart
Amy Storer
Chris Stowe
Jessica Stubbs

Cassie Stull
Melissa Swearingen
Leah Taska
Nikki Taylor
Andrea Terna
Bill Tommaney
Codi Thomas
Felecia Truitt
Laurie Turner
Debra Vierkant
Shannon Wall
Paula West
Gifford Whitehead
Melanie Whitehead
Gabrielle Whitlock
Tim Williams
Jennifer Williamson
Melinda Wilson
Kristal Wood
Kim Wunderlich
Laurie Zuehlke