

**Gorman Independent School District**  
**Maxfield Elementary**  
**2019-2020 Campus Improvement Plan**



**Board Approval Date:** August 12, 2019

# Mission Statement

The mission of Gorman ISD is to provide the best educational program to meet the individual needs of all students, assuring them the opportunity to be responsible and productive citizens.

## Core Beliefs

All children can learn but not all children learn in the same way

Children learn best in a safe, caring, and motivational school/classroom environment

Children learn best when they actively participate in the process of learning

Children deserve to have access to quality curriculum and technology taught by high quality educators

The education of all children is the responsibility of the family, the community, and the school district

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment .....  | 4  |
| Needs Assessment Overview .....   | 4  |
| Demographics .....  | 7  |
| Student Academic Achievement .....  | 10 |
| Comprehensive Needs Assessment Data Documentation .....   | 13 |
| Goals .....   | 15 |
| Goal 1: Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs. .... | 15 |
| Goal 2: Maxfield Elementary faculty and staff will maintain a growth mindset that supports district goals and focuses on high expectations, quality instruction, and accountability. ....   | 23 |
| Goal 3: Maxfield Elementary School will increase the involvement of parents/guardians and community members in the education process. ....  | 28 |
| Goal 4: Maxfield Elementary School will provide and maintain a safe and positive environment for students to learn and staff to teach. ....   | 34 |
| State System Safeguard Strategies .....   | 35 |
| State Compensatory .....  | 36 |
| Budget for Maxfield Elementary: .....   | 36 |
| Personnel for Maxfield Elementary: .....  | 37 |
| Title I .....   | 38 |
| Schoolwide Program Plan .....   | 38 |
| Title I Personnel .....   | 39 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Development of Campus Improvement Plan

The Campus Improvement Plan (CIP) is mandated by TEA for each campus within a school district. The CIP is beneficial in helping guide the work of the school to ensure objectives are identified and goals set to meet the campus' full potential.

The CIP is the guiding source throughout the school year and an ongoing process. The principal, after receiving input from faculty members, parents, and community members in a SBDM committee, writes the CIP for the upcoming school year. The CIP is presented to and approved by the Gorman School Board and posted on the local website for faculty and community access. The new CIP will be used to drive decision-making throughout the 2019- 2020 school year.

### The Process Used for Data Collection

Much of the data collection is formal in nature (i.e. STAAR, TELPAS, TPRI, Progress Monitoring, Standardized Test for Assessment of Reading (Star), and PEIMS data). All elementary students, including special populations, are given appropriate assessment instruments to measure academic progress. All students 1st - 5th grades are given the STAR test multiple times during the year to measure their reading levels and growth in reading skills. The test results allow classroom teachers, librarian, and students to determine appropriate reading levels to be used for each student. Additionally, Pre-K students' progress is tracked with Frog Street Assessment and K-2nd grade students are assessed through TPRI at the beginning, middle, and end of year. Students in 3rd - 5th grades are monitored throughout the year by benchmark testing, 6 weeks tests, and STAAR. ELL students are further assessed with TELPAS. Progress monitoring done for all students K- 5th by RTI interventionists. The results of the aforementioned assessments help determine goals for academic improvement.

The principal and teachers disaggregate the benchmark, STAAR, TELPAS, STAR, and TPRI data to determine gaps in students' knowledge base; teachers develop lessons to help all students achieve at a higher level. Students who have fallen behind grade level are given additional assistance through RTI Reading and/or RTI Math. Students failing to meet passing standards on the STAAR test receive accelerated instruction. **Inclusion of teachers in the decision making process and development of more focused instruction based on assessment data is evident. (Title I SW Component 8) School-wide reform strategies have been put into place to provide students with effective and timely assistance. (Title I SW Components 2 and 9)**

Maxfield Elementary School provides opportunities for all students to meet proficiency on state-mandated tests and challenges them to reach mastery level and/or higher levels of learning with research-based curriculum, differentiated instruction, and specific programs geared to students' academic levels. These special programs include Title I, ESL, RTI Math Intervention, RTI Reading Intervention, Dyslexia, Special Education, Occupational and Physical Therapy, Counseling, Speech, and Gifted and Talented. **Program coordination and integration is on-going through various means of communication between**

**regular education teachers and special programs personnel.** Discussion, coordination, and integration documented during faculty meetings, team and/or grade-level meetings, ARD and 504 meetings, and through email, texting, and district/campus training. **(Title I SW Component 10)** Additionally, tutorial time is built in to the school day schedule and is offered before and after school by classroom teachers. Finally, Summer School is offered for all students on our Title I school-wide campus and required for students who have failed to meet state standards.

Technology enriches the curriculum and enables students to obtain differentiation of instruction by computer (Study Island, AR, Target the Question in Math, and IXL to name a few). Classrooms are equipped with Promethean and/or Eno boards, LCD projectors, and document cameras. The campus computer lab serves all students daily. The campus provides three iPad carts and a netbook cart, all of which may be checked out by classroom teachers. RTI and Dyslexia students are provided beneficial technology and programs specific to their needs. (i.e. Programs: Raz Kids, Stephenson Program, Learning Ally, DIP). **(Title I SW Component 2)**

To ensure that Maxfield Elementary School meets federal standards, a High Quality staff of appropriately certified teachers and paraprofessionals, who obtain regular, **high-quality professional development**, is hired and maintained on campus. **(Title I SW Components 3 and 4)** Initially, every effort is made to ensure that **teachers who are hired are assigned to teach in** areas for which they are certified as evidenced by SBEC certification and teacher service records. Maxfield Elementary maintains a high-quality staff of teachers and paraprofessionals. Job openings are posted on the Region XIV Service Center website, the GISD website, and at the superintendent's office. Teachers obtain training through Region 14 Education Service Center and/or through locally developed training programs. Teachers attend training specific to their grade level and subject area(s) to ensure they remain up-to-date on changes in TEKS, curriculum, and state-mandated testing, such as, Title I training, updated TTESS (Texas Teacher Evaluation and Support System) requirements, Team Building activities, PLC meetings, Instructional Coaching, Vertical/Horizontal Alignment, Bully Prevention training, Suicide Prevention training, and refresher courses in technology. All teachers, annually, complete the School Technology and Readiness (STaR) Chart, which is a tool for planning and self-assessment that is aligned with the *Long-Range Plan for Technology, 2006-2020*. **(Title I SW Components 3, 4 and 5)**

Numerous **strategies** have been put into place **to encourage parents to become more involved in the education of their children.** Some of these include the annual Title I Meeting, *Meet the Teacher* night, which is held in August, parent/teacher conferences, which are held in fall and spring, end-of-six-weeks Little Panther Awards, 5<sup>th</sup> grade band concerts, Open House in conjunction with the Book Fair during the fall and spring semesters, *Come Read with Me, Magnificent Math, and Science* nights throughout the year, Field Day, and field trips. **(Title I SW Component 6)**

**Open communication between school and home is imperative. Various means of communication have been put into place to inform parents/guardians and keep them abreast of programs, meetings, activities, and important dates.** The campus provides the following: Blackboard Connect enables the school to contact all parents through phone messages, Maxfield Memos, GISD website, GISD marquee, GISD Facebook site, newspaper articles, and radio/television, when appropriate. **Title I SW Component 6)**

Maxfield Elementary School provides its students with a variety of extended learning opportunities to help ensure students receive a broad-based learning experience. Students are encouraged to compete in UIL activities, educational field trips are planned, special programs/assemblies are presented, and students participate in and/or attend plays and other live performances.

**Providing smoother transitions from Pre-Kindergarten to Kindergarten and from 5<sup>th</sup> grade to the Middle School Campus is encouraged by special visits at the end of the year from incoming students to the new classroom settings.** Fifth grade students visit the Middle School for orientation

and a tour of the Middle School campus. Pre-Kindergarten students are helped with the transition by visiting the Kindergarten classroom and by participating in Pre-Kindergarten graduation. **(Title I SW Component 7)**

Maintaining a campus with a safe, secure atmosphere that is conducive to learning is vital. One area of concern for our campus is the fact that many of our students are of low socio-economic status. Free and reduced breakfast and lunch is offered to them and Backpacks for Kids program has been put into place to help nourish and energize these students. Maintaining student safety is ongoing. All visitors must sign-in at the front office. All doors, with the exception of the front door, are kept locked. A glass door between the office and student area of the main school building remains locked throughout the school day allowing visitors to pass through only after they have signed in at the office. Safety measures have been put into place to account for students at all times, especially when traveling from building to building. Finally, maintenance of facilities is an ongoing process and improvements are made, as necessary.

The principal of Maxfield Elementary School effectively and efficiently monitors budget resources by aligning them with the campus mission and establishing operational procedures that will systematically improve the campus, and in turn improve the district.

## **Demographics**

### **Demographics Summary**

Gorman is a rural community in Central Texas with a population of approximately 1054. The population consists mostly of people who have grown up in the area. The average income is approximately \$24,000.

Gorman ISD has an elementary school, middle school, and high school with a total student enrollment of approximately 325. Maxfield Elementary School is housed in what was originally the high school built in 1953. The building added a second wing in the 1980s.

### **Demographics Summary**

**Enrollment** - 163 students in Pre-Kindergarten through 5th grade

**White** -62.4%

**Hispanic**-34.1%

**Two or more races** - 3.5%

**ELL** - 5.9%

**Economically disadvantaged**-76.5%

**At Risk** - 49.4%

**Special Education**- 12.9%

**Gifted & Talented** - 2.9%

**ADA** -96.6%

### **Maxfield Elementary Faculty and Staff**

**Number of years in the district:**

**Principal** - 15 years

## **Elementary Teachers**

New to GISD-1 teacher

2 years- 2 teachers

3 to 5 years at GISD - 5 teachers

6 - 15 years at GISD-4 teachers

16 + years at GISD -2 teachers

## **Paraprofessionals**

New to GISD-1 aide

2 years- 2 aides

3 to 5 years at GISD - 1 aide

6 - 15 years at GISD-1 aide

16 + years at GISD -2 aides

**Secretary** - 20 + years in the district

## **Demographics Strengths**

There are advantages to rural schools such as Gorman. Teachers and administrators generally know the students' parents/guardians allowing more open and ongoing communication between school and home. Additionally, the PTO in Gorman seeks to work closely with educators and to involve community, parents, and teachers in developing activities that will support students educationally.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There are 76.5 % of students who are economically disadvantaged. **Root Cause:** There is little if any educational support at home.



**Problem Statement 2:** 49.4% of elementary students are considered at risk; **Root Cause:** students are below level due lack of resources or absence of educational support at home.

**Problem Statement 3:** 12.9% of elementary students are in special education

## Student Academic Achievement

### Student Academic Achievement Summary

- Based on 2016 - 2017 Data:
  - 3rd grade Reading was below state average
  - 4th grade Math was below state average
  - The percentage of “developed” readers declined as grade level increased from K – 2nd

| Grade level/test<br>STAAR taken<br><br>2016 - 2017 | Maxfield<br>Elementary<br><br>Passed | Statewide<br><br>Passed |
|--|--------------------------------------|-------------------------|
| 3 <sup>rd</sup> Grade Reading                      | 65%                                  | 72%                     |
| 3 <sup>rd</sup> Grade Math                         | 77%                                  | 76%                     |
| 4 <sup>th</sup> Grade Reading                      | 73%                                  | 70%                     |
| 4 <sup>th</sup> Grade Writing                      | 70%                                  | 63%                     |
| 4 <sup>th</sup> Grade Math                         | 50%                                  | 75%                     |
| 5 <sup>th</sup> Grade Reading                      | 86%                                  | 81%                     |
| 5 <sup>th</sup> Grade Science                      | 82%                                  | 73%                     |
| 5 <sup>th</sup> Grade Math                         | 86%                                  | 86%                     |

- TELPAS Results

| Grade level<br><br>2015-2016 | Beginner Level | Intermediate<br>Level | Advanced<br>Level | Advanced High<br>Level |
|------------------------------|----------------|-----------------------|-------------------|------------------------|
|                              |                |                       |                   |                        |

|                             |          |          |          |          |
|-----------------------------|----------|----------|----------|----------|
| <b>Kindergarten</b>         | <b>2</b> |          |          |          |
| <b>1<sup>st</sup> Grade</b> |          | <b>2</b> |          |          |
| <b>2<sup>nd</sup> Grade</b> |          |          | <b>1</b> | <b>1</b> |
| <b>3<sup>rd</sup> Grade</b> |          | <b>1</b> | <b>1</b> | <b>2</b> |
| <b>4<sup>th</sup> Grade</b> |          | <b>1</b> |          | <b>1</b> |
| <b>5<sup>th</sup> Grade</b> |          |          | <b>2</b> | <b>1</b> |

- TPRI Results

| <b>Grade level</b>          | <b>Still Developing</b> | <b>Developed</b> |
|-----------------------------|-------------------------|------------------|
| <b>Kindergarten</b>         | <b>26%</b>              | <b>74%</b>       |
| <b>1<sup>st</sup> Grade</b> | <b>33%</b>              | <b>67%</b>       |
| <b>2<sup>nd</sup> Grade</b> | <b>34%</b>              | <b>66%</b>       |

### **Student Academic Achievement Strengths**

3rd grade students were above state average in math and 19% were at Masters level

31% of 3rd grade students were at Masters level in reading

4th grade reading and writing were both above state average

5th grade science and cumulative reading were above state average

5th grade cumulative math were equal to state average

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 52% of all special ed students met approaches grade level standard in all subject areas of STAAR

**Problem Statement 2:** 58% of ELL students met approaches grade level standard in all subject areas of STAAR **Problem**

**Statement 3:** 36% of special ed students met approaches grade level standard on STAAR reading

**Problem Statement 4:** 55% of special ed students met approaches grade level standard on STAAR math

**Problem Statement 5:** 50% of ELL students met approaches grade level standard on 4th grade Writing STAAR

**Problem Statement 6:** 10% of Hispanic students exceeded progress in all subject areas of STAAR

**Problem Statement 7:** 7 % of Hispanic students exceeded progress on STAAR math

**Problem Statement 8:** 13% of Hispanic students exceeded progress on STAAR reading

**Problem Statement 9:** 50% of students of two or more races met or exceeded progress in all subject areas of STAAR

**Problem Statement 10:** 25% of all students met grade level standard for postsecondary readiness on STAAR

**Problem Statement 11:** 65% of 3rd grade students passed STAAR reading which is below state average

**Problem Statement 12:** 50% of 4th grade students passed STAAR math which is well below state average

**Problem Statement 13:** The percent of lower elementary students who are Still Developing on TPRI increased from Kindergarten to 1st grade and from 1st grade to 2nd grade.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs.**

**Performance Objective 1:** Maxfield Elementary School will provide and implement curriculum that is 100% aligned with state curriculum.

**Evaluation Data Source(s) 1:** TEKS Resource Utilization records, YAG data, state adoptions, lesson plans, purchase orders, budget

## Summative Evaluation 1:

| Strategy Description   | Title I | Monitor                        | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|--------------------------------|--|-----------|-----|-----|-----------|
|  |         |                                |  | Formative |     |     | Summative |
|  |         |                                |  | Nov       | Jan | Mar | June      |
| <b>State System Safeguard Strategy</b><br>1) During the 2017 - 2018 school year, teachers will utilize TEKS Resource System to ensure the entire curriculum in being taught according to state standards.  | 2, 4, 8 | Principal, teachers            | The alignment and teaching of grade level curriculum will positively impact student performance and prevent gaps in students' learning in all subject areas.                                       |           |     |     |           |
| <b>State System Safeguard Strategy</b><br>2) Mentoring Minds, 100% TEKS-based supplemental materials, will be utilized by 1st through 5th grade reading and math teachers, 4th grade writing teacher, and 5th grade science teacher to target gaps and increase rigor. | 1, 2, 8 | Principal, teachers            | There will be fewer gaps in learning, and students will perform at higher levels in reading, math, writing, and science.   |           |     |     |           |
| 3) Kindergarten through 5th grade teachers will utilize Empowering Writers to align writing curriculum across grade-levels.  | 1, 2, 8 | Principal, teachers            | Students will develop strong writing skills and a better understanding of the revising and editing process resulting in improved 4th grade STAAR writing scores.                                   |           |     |     |           |
| 4) Purchase curriculum, supplemental materials, and general supplies, including shipping and postage, as necessary for teaching, testing, and remediation.   | 1       | Principal                      | Teachers will have the appropriate curriculum and materials necessary to provide all students will a high-quality education that is aligned to state standards.                                    |           |     |     |           |
| 5) Purchase office supplies and other materials needed for administrative purposes to ensure proper campus management.   | 1       | Principal                      | The administrative staff will have materials/supplies to effectively and efficiently manage, communicate, document, and report pertinent information.  |           |     |     |           |
| <b>State System Safeguard Strategy</b><br>6) Purchase books and other library supplies to support students as they develop reading skills and encourage a love of reading for enjoyment.   | 1       | Principal, Librarian, teachers | Maxfield Elementary School library will maintain appropriate level books that will pique students' interest, support the curriculum, and encourage students to develop grade-level reading skills. |           |     |     |           |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue



**Goal 1:** Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs.

**Performance Objective 2:** The percentage of students who meet or master STAAR post-secondary readiness level will increase from 35% to 45% by May 2018.

**Evaluation Data Source(s) 2:** DMAC data, Progress Monitoring data, Frog Street Assessment, TPRI, and STAAR assessment data, special programs' data

**Summative Evaluation 2:**

| Strategy Description   | Title I | Monitor             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|---------------------|--|-----------|-----|-----|-----------|
|  |         |                     |  | Formative |     |     | Summative |
|  |         |                     |  | Nov       | Jan | Mar | June      |
| <p><b>State System Safeguard Strategy</b></p> <p>1) Progress monitoring will be ongoing at all levels, Pre-Kindergarten through 5th grades, to ensure that students are making adequate progress measures (at least one full year's growth).</p> | 1, 2, 9 | Principal, Teachers | An increased number of elementary students will meet final level two performance or mastery level on STAAR ensuring their future academic success. |           |     |     |           |
|  |         |                     |  |           |     |     |           |

**Goal 1:** Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs.

**Performance Objective 3:** The percentage of 3rd grade students who meet or master grade level in reading and math will increase from 17% to 22% by May 2018.

**Evaluation Data Source(s) 3:** DMAC data, Progress Monitoring data, Frog Street Assessment, TPRI, and STAAR assessment data

**Summative Evaluation 3:**

| Strategy Description  | Title I | Monitor             | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|---------------------|---|-----------|-----|-----|-----------|
|   |         |                     |   | Formative |     |     | Summative |
|   |         |                     |   | Nov       | Jan | Mar | June      |
| 1) Disaggregate Pre-Kindergarten through 2nd grade assessment data to determine individual student needs and employ instructional strategies that differentiate instruction to ensure all students meet their full potential. | 1, 2, 8 | Principal, teachers | An increased number of 3rd grade students will have a solid academic foundation in both reading and math which will positively affect their educational future. |           |     |     |           |
|   |         |                     |   |           |     |     |           |

**Goal 1:** Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs.

**Performance Objective 4:** The educational needs of all students will be met through appropriate programs and activities to ensure that 100% of elementary students are being challenged to meet their full potential.

**Evaluation Data Source(s) 4:** DMAC data- Progress Monitoring, TPRI, TELPAS, and STAAR data, PEIMS information, documentation files from special programs, benchmark data, UIL results, schedules, meeting documentation (i.e. IEP/IAP)

**Summative Evaluation 4:**

| Strategy Description  | Title I  | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Nov       | Jan | Mar | June      |
| <p><b>State System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p>1) Utilize DMAC to administer and/or disaggregate Progress Monitoring, TPRI, TELPAS, and STAAR data to target student populations requiring additional assistance.</p>  | 1, 2, 8  | Principal, RTI interventionists, teachers, secretary/attendance clerk, PEIMS clerk   | Students in need of additional academic assistance will be identified, and will be provided extra assistance needed to bring them up to grade level. |           |     |     |           |
| 2) Maxfield Elementary School will provide a strong Response to Intervention (RTI) reading and math program designed to help struggling students in a timely manner.  | 1, 2, 8  | Principal, RTI interventionists, teachers  | RTI will help fill gaps in students' learning, improve students' reading level and math knowledge, and bring them up to grade level.                 |           |     |     |           |
| 3) Identify and serve students who qualify for special programs and/or services ensuring they are provided appropriate classroom and testing accommodations and are being educated in LRE and in compliance with state and federal law (including Dyslexia, 504, Gifted and Talented, ESL, At Risk, Special Ed, Migrant- with assistance from ESC 14, and RTI.) | 1, 9, 10 | Principal, Counselor, regular ed teachers, special ed teachers, RTI interventionists, Dyslexia teacher, GT teacher, PEIMS coordinator, ESC 14, Diagnostician | All students will be served appropriately to meet their individual needs.  |           |     |     |           |
| 4) Maxfield Elementary School, a Title I campus, will contract with ESC XIV for Title I services.   | 4        | Principal, ESC XIV Title I representative  | Elementary students will benefit educationally from Title I funds and meet the challenging state academic standards.                                 |           |     |     |           |
| 5) Tutorials will be made available for all elementary students during the regular school day and after school with a focus on students who are failing or at risk of failing.  | 1, 2, 9  | Principal, teachers, paraprofessionals   | Students in danger of failing and/or in need of additional assistance will receive targeted/individual help to help them become successful students. |           |     |     |           |

|  |         |  |   |  |  |  |  |
|--|---------|--|---|--|--|--|--|
| 6) Summer School will be offered to lower the retention rate and for students who have not passed benchmark assessments or STAAR to accelerate instruction.              | 1, 2, 9 | Principal, teachers, paraprofessionals           | The expected result is that students who receive accelerated instruction in Summer School will pass the STAAR assessment(s) and/or the retention rate will be reduced at the elementary level.  |  |  |  |  |
| 7) Encourage 2nd - 5th grade students to participate in the UIL Academic Meet and provide materials/supplies to prepare them for the high-level competition.             | 1       | Principal, UIL Coordinator, teachers/UIL coaches | Students will be challenged to meet higher academic levels and will gain a broader range of knowledge.  |  |  |  |  |
| 8) Purchase incentives and awards for students to encourage them to strive for high-standards (academics, behavior/character, attendance) and recognize accomplishments. | 2       | Principal, attendance clerk, teachers            | Academic performance and attendance rates will improve.   |  |  |  |  |
| 9) Provide/purchase counselor supplies for testing purposes and for character education.   | 1       | Principal, counselor                             | Students will be provided character education, test-taking support/strategies, and materials/incentives to help them perform to the best of their abilities behaviorally, on a daily basis, and academically during stressful testing situations. |  |  |  |  |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


**Goal 1:** Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs.

**Performance Objective 5:** Technology will be used by Maxfield Elementary School faculty, staff, and students to communicate, access data, document, report, evaluate, remediate, and enhance curriculum.

**Evaluation Data Source(s) 5:** Data from the following sources: PEIMS, Attendance, DMAC ( TTESS, STAAR, TPRI, TELPAS, etc...), TAPR, administrative documentation, student data, Campus Improvement Plan-Title I Compliant 806 technologies

**Summative Evaluation 5:**

| Strategy Description  | Title I     | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|-------------|--|---|-----------|-----|-----|-----------|
|   |             |  |   | Formative |     |     | Summative |
|   |             |  |   | Nov       | Jan | Mar | June      |
| 1) Technology will be used by administrator, secretary, counselor, and teachers to communicate and to access, document, and report data (i.e. computers, printers, copier, internet, phone system, DMAC, 806 technologies, Atrium for library, Promethean boards, document cameras, etc...) | 2, 6, 8, 10 | Principal, secretary, counselor, teachers, technology coordinator  | A record of student - related documentation will be ongoing and multiple forms of communication between educators and stakeholders will be easily accessible (i.e. telephone, email, website)   |           |     |     |           |
| 2) Technology will be utilized for state-mandated assessments: STAAR, STAAR Alt 2, and TELPAS.  | 8, 9, 10    | Principal, technology coordinator, teachers, special ed teachers, dyslexia and 504 coordinators, counselor   | ELL students will have access to computers for TELPAS testing; Special Ed, Dyslexia, 504, RTI, and other students for whom it is determined individual needs will be better met through online testing will have access to computers for assessments. |           |     |     |           |
| 3) Provide technology programs, software, and hardware for remediation purposes and the enhance the core subject area curriculum.   | 1, 2, 9, 10 | Principal, regular ed teachers, RTI interventionists, Dyslexia teacher, Special Ed teachers, ESL, 504, and technology coordinators, and GT teacher | Individual student needs will be positively impacted due to incorporating appropriate technology to remediate, support, and enhance the curriculum.   |           |     |     |           |



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue


**Goal 1:** Maxfield Elementary educators will work as a unified team to ensure that every student is challenged to meet his/her full educational potential in all programs and activities through TEKS based instruction utilizing research-based strategies and extended learning opportunities that address students' individual needs.

**Performance Objective 6:** Students of Maxfield Elementary School will be provided extended educational opportunities and experiences which will enable them to experience a wide-range of life experiences to build their knowledge base.

**Evaluation Data Source(s) 6:** Lesson plans, attendance records, schedules, contest results

**Summative Evaluation 6:**

| Strategy Description  | Title I | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|---|---|-----------|-----|-----|-----------|
|   |         |   |   | Formative |     |     | Summative |
|   |         |   |   | Nov       | Jan | Mar | June      |
| 1) Special assemblies and/or programs will be presented during the school year to provide students will extended learning opportunities/experiences (i.e. Drug Awareness Program, Serenity House - Positive Action Program, Fire Prevention Program, Carson Reading Room volunteer program) | 1, 2    | Principal, counselor, teachers  | Students will gain experiences and be provided with information for which they might not otherwise be exposed that will broaden their knowledge base enabling them to become more successful students.                            |           |     |     |           |
| 2) Field trips and other activities will be scheduled to provide students with extended educational opportunities (i.e. Safety City, zoo, museums, Bureau of Engraving, Lifeskills Rodeo and other LS competitions)   | 2, 6    | Principal, regular ed teachers, special ed teachers, bus drivers, paraprofessionals       | Students from our Title I campus will gain experiences and be provided with information for which they might not otherwise be exposed which will broaden their knowledge base enabling them to become more well-rounded students. |           |     |     |           |
| 3) Enhance the appreciation of fine arts and cultural heritage by attending and/or presenting plays, concerts and/or musicals.  |         | Principal, regular and special ed teachers, bus drivers, paraprofessionals, band director | Students will gain experiences and opportunities for which they might not otherwise be exposed that will broaden their knowledge base opening their minds to new possibilities.   |           |     |     |           |




✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2: Maxfield Elementary faculty and staff will maintain a growth mindset that supports district goals and focuses on high expectations, quality instruction, and accountability.**

**Performance Objective 1:** Maxfield Elementary will seek to hire a high quality faculty and staff who are all one hundred percent appropriately certified.

**Evaluation Data Source(s) 1:** SBEC certification documentation

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|-----------|--|-----------|-----|-----|-----------|
|  |         |           |  | Formative |     |     | Summative |
|  |         |           |  | Nov       | Jan | Mar | June      |
| 1) Fully certified teachers reflecting the most potential (whenever possible) will be hired for all openings.  | 2, 3, 5 | Principal | Maxfield Elementary students will be taught by high quality teachers who will maintain high expectations thus increasing the rigor of instruction so that students will succeed at high levels.  |           |     |     |           |
| 2) Ensure that all paraprofessionals hired meet the following requirements:<br>a. Have completed two years of study at a higher education facility<br>b. Have obtained an Associates degree, or<br>c. Have passed a local paraprofessional test and will follow up by attending the Paraprofessional Academy at ESC XIV. |         | Principal | Maxfield Elementary students will receive help from high quality paraprofessionals which will result in a higher rate of student achievement.  |           |     |     |           |
| 3) Ensure that all teachers are certified to teach in elementary areas of instruction and special programs, as required.   | 1, 2, 3 | Principal | Maxfield Elementary students will be taught by high quality teachers who will maintain high expectations for 100% of students resulting in increased individual and overall student performance. |           |     |     |           |
| 4) Maxfield Elementary will provide an ESL certified teacher available to students at each grade level to assist bilingual students and better attend to their unique needs.   | 3       | Principal | Bilingual students will receive the assistance they need to become successful, academically.   |           |     |     |           |
| 5) Review certification status of each teacher and paraprofessional to ensure 100% compliance.   | 3       | Principal | The result will be 100% certification compliance.  |           |     |     |           |
| 6) Maxfield Elementary School will advertise for qualified professional personnel on the Gorman ISD website, ESC XIV website and will recruit candidates through contact with nearby universities.   | 2, 3, 5 | Principal | Maxfield Elementary students will be taught by high quality teachers who will maintain high expectations thus increasing the rigor of instruction so that students will succeed at high levels.  |           |     |     |           |
|    |         |           |  |           |     |     |           |

**Goal 2:** Maxfield Elementary faculty and staff will maintain a growth mindset that supports district goals and focuses on high expectations, quality instruction, and accountability.

**Performance Objective 2:** Teachers and principal will participate in ongoing collaboration activities that will help build a more unified campus moving toward increased student growth in all educational areas.

**Evaluation Data Source(s) 2:** Agenda, meeting notes,

**Summative Evaluation 2:**

| Strategy Description  | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------|-----------|--|-----------|-----|-----|-----------|
|   |         |           |  | Formative |     |     | Summative |
|   |         |           |  | Nov       | Jan | Mar | June      |
| 1) Principal will spend increased amounts of time collaborating with teachers to help guide and improve instruction. (i.e. pre and post conferences before TTESS observation, instructional coaching, PLCs) | 3       | Principal | Teachers' instruction will more effectively reach all students resulting in improved academic performance. |           |     |     |           |
|   |         |           |  |           |     |     |           |



**Goal 2:** Maxfield Elementary faculty and staff will maintain a growth mindset that supports district goals and focuses on high expectations, quality instruction, and accountability.

**Performance Objective 3:** Instructional Coaching/Discussion between principal and individual teachers will be ongoing throughout the school year focusing on research-based methods will positively improve instruction and student performance.

**Evaluation Data Source(s) 3:** Walk-through/observation notes, meeting notes

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor             | Strategy's Expected Result/Impact                                      | Reviews   |     |     |           |
|--|---------|---------------------|--|-----------|-----|-----|-----------|
|  |         |                     |  | Formative |     |     | Summative |
|  |         |                     |  | Nov       | Jan | Mar | June      |
| 1) Principal will spend twenty minutes in an average of two classrooms daily and will follow up with same-day instructional coaching/discussion with teachers. | 3       | Principal, teachers | Improved instruction and student performance are the expected results. |           |     |     |           |
|  |         |                     |  |           |     |     |           |

**Goal 2:** Maxfield Elementary faculty and staff will maintain a growth mindset that supports district goals and focuses on high expectations, quality instruction, and accountability.

**Performance Objective 4:** The percentage of teachers who report that their TTESS appraisal improved the quality of their teaching and their students' performance will increase from 62% to 72% by May 2018

**Evaluation Data Source(s) 4:** TTESS documentation, meeting notes, professional development records, lesson plans

**Summative Evaluation 4:**

| Strategy Description   | Title I | Monitor             | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|---------------------|---|-----------|-----|-----|-----------|
|  |         |                     |   | Formative |     |     | Summative |
|  |         |                     |   | Nov       | Jan | Mar | June      |
| 1) Teachers will set measurable professional growth goals based on current student data and self-reflection of current professional practices and will develop a plan to accomplish the goals. | 1, 3    | Principal, teachers | Through ongoing self-reflection, documentation, and collaboration, teachers will gain a growth mindset for themselves and their students.   |           |     |     |           |
| 2) Teachers will plan and obtain professional development based on professional growth goals and will track progress throughout the school year.   | 1, 3    | Principal, teachers | Teachers will obtain meaningful professional development that will help them accomplish the goals they have set which will have a positive effect on instruction and student performance. |           |     |     |           |
| 3) Teachers will focus on/develop a Student Learning Objective (SLO), a specific area for self-improvement, throughout the 2017-2018 school year and will track results of progress.           | 1, 3    | Principal, teachers | Teachers will recognize specific instructional areas for which they need improvement and will work to change/improve techniques resulting in student improvement in the targeted area.    |           |     |     |           |

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue







**Goal 2:** Maxfield Elementary faculty and staff will maintain a growth mindset that supports district goals and focuses on high expectations, quality instruction, and accountability.

**Performance Objective 5:** Provide relevant professional development opportunities for all faculty and staff that will guide them in utilizing high quality instructional strategies and support them as they strive to achieve higher levels of accountability.

**Evaluation Data Source(s) 5:** Workshop certificates, TTESS documentation, lesson plans

**Summative Evaluation 5:**

| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|--|---|-----------|-----|-----|-----------|
|  |         |  |   | Formative |     |     | Summative |
|  |         |  |   | Nov       | Jan | Mar | June      |
| 1) All teachers will attend professional development that is relevant to their needs and beneficial to classroom needs (i.e classroom management, curriculum/subject area, STAAR, TEKS, legal updates, etc...) | 4       | Principal, teachers  | High quality instruction and effective classroom management strategies will positively affect student performance.  |           |     |     |           |
| 2) Teachers of special populations will attend training for their unique student populations to keep informed of innovative trends and to remain in compliance with current laws and regulations.              | 3, 4    | Principal, teachers of special populations, East End Co-op | Teachers will remain up to date on current laws and trends concerning their unique student populations so that Maxfield Elementary remains in compliance and students receive the best and most appropriate education possible. |           |     |     |           |
| 3) Ensure that administrator and secretary stay abreast of current updates and mandates by attending training and through membership in professional organizations.  | 4       | Principal  | Administrative staff will remain knowledgeable of current trends and laws to effectively manage office-related tasks, student and faculty records, budget, etc...   |           |     |     |           |

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

**Goal 3: Maxfield Elementary School will increase the involvement of parents/guardians and community members in the education process.**

**Performance Objective 1:** By the end of the 2017 - 2018 school year at least 60% of parents/guardians will be involved in at least one school hosted activity.

**Evaluation Data Source(s) 1:** Sign in sheets from hosted events, copies of parent fall and spring conference forms, meeting agendas

**Summative Evaluation 1:**

| Strategy Description   | Title I     | Monitor             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|-------------|---------------------|--|-----------|-----|-----|-----------|
|  |             |                     |  | Formative |     |     | Summative |
|  |             |                     |  | Nov       | Jan | Mar | June      |
| 1) Elementary teachers will have mandatory parent conferences at least twice a school year.  | 1, 6        | Principal, teachers | Parents/guardians will be kept informed of student's progress. Through open communication, teachers and parents will build and keep a shared vision of student success which will positively affect student success. |           |     |     |           |
| 2) Parents will be informed of and attend the annual Title I meeting to inform them of the benefits of the campus wide program.  | 1, 6        | Principal           | Parents will become more knowledgeable about Title I and its benefits for students. A higher percentage of parents will become actively involved in their students' educational process.                             |           |     |     |           |
| 3) Obtain input from, and collaborate with, parents/guardians to attain annual comprehensive needs assessment.   | 1, 6        | Principal, teachers | Maxfield Elementary's CNA will be the driving force behind the Campus Improvement Plan. Through collaboration and focused planning, the needs of all students will be better met throughout the school year.         |           |     |     |           |
| 4) Obtain input from and collaborate with parents/guardians to annually review and revise the Parental Involvement Policy and School- Parent Compact.  | 1, 6        | Principal, teachers | A higher percentage of parents will become engaged in students' education.   |           |     |     |           |
| 5) Engaging activities ( such as, Meet the Teacher, Book Fair, Come Read with Me, Math/Science nights, Open House) will be planned to encourage and increase parental participation and involvement in the education process.                        | 1, 6        | Principal, teachers | More parents will partner with teachers to support students in gaining a high-level education.   |           |     |     |           |
| 6) Parents/guardians and community members will be involved in planning meetings, such as SBMC, SHAC, and PTO, to collaborate with educators and build a shared vision for a high-level learning environment at Maxfield Elementary School and GISD. | 1, 2, 6, 10 | Principal, teachers | Parental involvement in educational process will positively affect student outcomes.   |           |     |     |           |

|   |             |  |  |  |  |  |  |
|---|-------------|--|--|--|--|--|--|
| 7) Provide parents of all student populations guidance in helping their child with curriculum, involve them in required meetings (i.e. ARD, 504, LPAC), and dispense information on services, laws, guidelines, rules, and resources available to them. | 1, 2, 6, 10 | Principal, special ed and regular ed teachers, program coordinators, diagnosticians, counselor | Parental involvement in educational process along with support from educational community will positively affect student outcomes. |  |  |  |  |
| 8) Assemblies and/or programs, such as band concerts, six weeks Little Panther Awards, UIL awards, Christmas Program, etc..., will be held to showcase students' work and/or recognize outstanding accomplishments.                                     | 6           | Principal, teachers, UIL coaches band director   | An increased number of stakeholders will attend school functions to recognize and award high-level accomplishments.                |  |  |  |  |


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3:** Maxfield Elementary School will increase the involvement of parents/guardians and community members in the education process.

**Performance Objective 2:** Maxfield Elementary School will partner with at least one community stakeholder during the 2017 - 2018 school year.

**Evaluation Data Source(s) 2:** Carson Reading Room (CRR) documentation, Backpack for Kids documentation

**Summative Evaluation 2:**


| Strategy Description  | Title I | Monitor                 | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------|-------------------------|--|-----------|-----|-----|-----------|
|   |         |                         |  | Formative |     |     | Summative |
|   |         |                         |  | Nov       | Jan | Mar | June      |
| 1) Second grade students will utilize the Charlie Garrett Memorial Library (Gorman's public library) during the school year.  | 10      | Principal and teacher   | Second grade students will gain awareness of how to access and use the public library year round.<br>Each student will obtain a library card.<br>The impact will be that students develop a life-long love of reading.         |           |     |     |           |
| 2) Coordinate with community representative from The Food Bank in Gorman to provide weekly Backpacks for Kids food donations. |         | Principal and counselor | Students who have been identified as needing assistance will receive a weekly bag of food to take home. Students will be provided food which will nourish them so that they are better able to focus, academically, at school. |           |     |     |           |
| 3) Coordinate with Carson Reading Room representatives who schedule and arrange for volunteers to read to students.           | 6, 10   | Principal, teachers     | Students are encouraged to read for enjoyment. They will develop a life-long love of reading for pleasure.   |           |     |     |           |
|   |         |                         |  |           |     |     |           |

**Goal 3:** Maxfield Elementary School will increase the involvement of parents/guardians and community members in the education process.

**Performance Objective 3:** Through multiple methods, Maxfield Elementary School will maintain open communication with stakeholders to ensure 100% of parents/guardians may be contacted and made aware of pertinent information concerning students and be encouraged to partner with teachers in support of their child's education.

**Evaluation Data Source(s) 3:** Letters, daily folders, phone calls, email, GISD website, GISD Facebook, Maxfield Memos, Remind, newspaper, radio, television, Parent Portal, Blackboard Connect, GISD marquee

**Summative Evaluation 3:**


| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|--|---|-----------|-----|-----|-----------|
|   |         |  |   | Formative |     |     | Summative |
|   |         |  |   | Nov       | Jan | Mar | June      |
| 1) The school website will be continually updated so parents may access school and student information (i.e. Parent Portal, My Mealtime, menus, school news, etc...)  | 1, 6    | Principal, teachers, technology coordinator                        | Parents/guardians will have ongoing access to current school and student information.   |           |     |     |           |
| 2) Gorman ISD will continue to publish its Facebook page to keep parents and stakeholders informed about school happenings and upcoming events.   |         | Principal  | Effective communication between school and stakeholders will be ongoing.  |           |     |     |           |
| 3) All students/parents are provided required forms and information (i.e. federal forms concerning Free and Reduced Breakfast and Lunch programs, Handbooks) at registration.   | 6       | Principal, secretary, Child Nutrition personnel                    | All parents and students will be aware of school rules and policies, and students in need of assistance will receive free and reduced meals.                            |           |     |     |           |
| 4) Parents will be made aware of school and class news, upcoming events, and individual student updates through multiple forms of communication (i.e. Maxfield Memos, letters sent home, phone calls, daily folders, Remind app, Blackboard Connect). | 6       | Principal, secretary, teachers, counselors, technology coordinator | Maxfield Elementary will provide methods of communication in which 100% of parents/guardians may be contacted resulting in a higher percentage of parental involvement. |           |     |     |           |
| 5) Parents will be notified of school closures, emergency situations, etc...via Blackboard Connect (call out), radio announcements (KATX FM 97.7 Eastland, KYOX FM 94.3 Comanche) and television (KTAB TV Abilene).                                   | 6       | Principal<br>Technology Coordinator                                | All stakeholders will be notified promptly in situations requiring such.  |           |     |     |           |
|   |         |  |   |           |     |     |           |

**Goal 3:** Maxfield Elementary School will increase the involvement of parents/guardians and community members in the education process.

**Performance Objective 4:** The goal of obtaining 97% attendance rate at Maxfield Elementary School for the 2017-2018 school year will be communicated to all students, parents, and stakeholders.

**Evaluation Data Source(s) 4:** Attendance data (both individual and campus-wide), parent conference data/notes

**Summative Evaluation 4:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|---|--|-----------|-----|-----|-----------|
|  |         |   |  | Formative |     |     | Summative |
|  |         |   |  | Nov       | Jan | Mar | June      |
| 1) Contact parents when a student is absent.   | 1, 6    | Principal, secretary/attendance clerk, teachers | Parents will become more aware of the importance of good attendance resulting in higher attendance rate which will positively affect learning.   |           |     |     |           |
| 2) Monitor attendance of students who are in danger of truancy and apply truancy prevention measures, as needed. | 1, 6    | Principal, secretary/attendance clerk, teachers | Parents and students will become more aware of the importance of good attendance resulting in higher attendance rate which will prevent truancy. |           |     |     |           |
| 3) Provide students incentives for perfect attendance.   | 1       | Principal                                       | Students will strive to attend school every day which will positively impact academic performance.   |           |     |     |           |
|                                |         |   |  |           |     |     |           |




**Goal 3:** Maxfield Elementary School will increase the involvement of parents/guardians and community members in the education process.

**Performance Objective 5:** Maxfield Elementary will communicate with parents of Pre-Kindergarten through 5th grade students about registration times, procedures, and information and provide them the opportunity to communicate with teachers prior to the first day of 2017-2018 school year.

**Evaluation Data Source(s) 5:** PEIMS data, registration data, sign- in sheets

**Summative Evaluation 5:**

| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|--|--|-----------|-----|-----|-----------|
|  |         |  |  | Formative |     |     | Summative |
|  |         |  |  | Nov       | Jan | Mar | June      |
| 1) Pre-Kindergarten registration will be held in May of the previous school year and again in August before the new school year begins to provide information for parents to make for a smooth transition into the school setting.   | 6, 7    | Principal, secretary, Pre-Kindergarten teacher                         | Parents of PK students will provide documentation and receive pertinent information regarding expectations for their child's half-day Pre-K experience.  |           |     |     |           |
| 2) Registration for all new students who will be enrolling in Maxfield Elementary School will be held in August prior to the new school year.  | 6       | Principal, secretary   | Parents of students new to GISD will provide documentation and receive pertinent information regarding educational expectations.   |           |     |     |           |
| 3) Maxfield Elementary School will host Meet the Teacher in August prior to the beginning of each new school year to open communication between home and school, to complete required paperwork, and to enable students and parents to get acquainted with the new teacher(s). | 1, 6    | Principal, teachers, secretary   | Increased numbers of parents/guardians will partner with and build positive relationships with school personnel which will result in increased student success.                                    |           |     |     |           |
| 4) Provide information, planning, and orientation which will enable smoother transitions from 5th to 6th grade.  |         | Principals, counselor, 5th and 6th grade teachers, cafeteria personnel | Students will be made aware of changes in rules/expectations and scheduling for Middle School as compared to Elementary which will result in students being prepared and ready for the transition. |           |     |     |           |
|    |         |  |  |           |     |     |           |

**Goal 4: Maxfield Elementary School will provide and maintain a safe and positive environment for students to learn and staff to teach.**

**Performance Objective 1:** Provide a safe, secure, and supportive environment that is conducive to teaching and learning, promotes healthy habits, and enables students to be able to think critically and behave responsibly.

**Evaluation Data Source(s) 1:** Crisis manual, maps, drill logs, discipline documentation, criminal background checks, fingerprint data, transportation requests, call logs, lesson plans, schedules, sign-in sheets

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|---|---|-----------|-----|-----|-----------|
|  |         |   |   | Formative |     |     | Summative |
|  |         |   |   | Nov       | Jan | Mar | June      |
| 1) The Crisis Manual and campus maps will be updated annually, a copy of the manual will be located in every classroom and office on campus, and it will be made available for all students and parents.   | 1       | Principal, maintenance staff, secretaries                         | Faculty and staff will be prepared for various types of emergency situations.   |           |     |     |           |
| 2) Emergency drills will be practiced with students throughout the year.   | 1       | Principal, teachers, paraprofessionals, secretary                 | Faculty, staff, and students will be aware of, and prepared to follow, emergency procedures if an event arises.                                       |           |     |     |           |
| 3) The student code of conduct and elementary discipline plan will be enforced, consistently, on the Maxfield Elementary Campus.   | 1       | Principal, teachers, paraprofessionals                            | Due to consistency of rules and expectations, the students at Maxfield Elementary School will have a safe and secure atmosphere for optimal learning. |           |     |     |           |
| 4) All faculty, staff, substitute teachers, college students who are observing/student teaching, volunteers, and/or parents who chaperone field trips will have a background check run if they will be in charge of a group of students or riding the bus with students; Carson Reading Room volunteers will be fingerprinted and have an annual background check run. | 1       | Principal, secretaries, teachers, human resource/business manager | A strong emphasis on safety will be followed so that all students will feel safe on campus and when on field trips off campus.                        |           |     |     |           |
| 5) Speakers and counselors will be available through ESC XIV, as needed, to speak to students about Safety, Conflict Resolution, Violence Prevention, Bullying, Drug-free schools, or in the event of an emergency.  | 1       | Principal, counselors   | Every effort will be made to ensure students feel safe at school.   |           |     |     |           |
| 6) Transportation will be provided to students in cases where parents are unable to pick them up.  | 1       | Principal, nurse, district-approved driver                        | Students can be assured of getting home safely.   |           |     |     |           |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 1        | During the 2017 - 2018 school year, teachers will utilize TEKS Resource System to ensure the entire curriculum is being taught according to state standards.  |
| 1    | 1         | 2        | Mentoring Minds, 100% TEKS-based supplemental materials, will be utilized by 1st through 5th grade reading and math teachers, 4th grade writing teacher, and 5th grade science teacher to target gaps and increase rigor. |
| 1    | 1         | 6        | Purchase books and other library supplies to support students as they develop reading skills and encourage a love of reading for enjoyment.   |
| 1    | 2         | 1        | Progress monitoring will be ongoing at all levels, Pre-Kindergarten through 5th grades, to ensure that students are making adequate progress measures (at least one full year's growth).                                  |
| 1    | 4         | 1        | Utilize DMAC to administer and/or disaggregate Progress Monitoring, TPRI, TELPAS, and STAAR data to target student populations requiring additional assistance.   |

# State Compensatory

## Budget for Maxfield Elementary:

| <u>AccountCode</u>                | <u>AccountTitle</u>   | <u>Budget</u>       |
|-----------------------------------|---|---------------------|
| <b>6100 Payroll Costs</b>         |   |                     |
| 199-11-6112-00-101-824            | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$500.00            |
| 199-11-6119-00-101-824            | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$79,453.00         |
| 199-11-6119-00-101-824-024        | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$1,750.00          |
| 199-11-6119-00-101-824-030        | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$4,500.00          |
| 199-11-6122-00-101-824-           | 6122 Salaries or Wages for Substitute Support Personnel               | \$200.00            |
| 199-11-6129-00-101-824-           | 6129 Salaries or Wages for Support Personnel                          | \$30,415.00         |
| 199-11-6141-00-101-824-000        | 6141 Social Security/Medicare   | \$1,467.00          |
| 199-11-6141-00-101-824-030        | 6141 Social Security/Medicare   | \$100.00            |
| 199-11-6142-00-101-824            | 6142 Group Health and Life Insurance                                  | \$3,025.00          |
| 199-11-6143-00-101-824            | 6143 Workers' Compensation  | \$298.00            |
| 199-11-6144-00-101-824            | 6144 Teacher Retirement/TRS Care - On Behalf Payment                  | \$8,533.00          |
| 199-11-6146-00-101-824            | 6146 Teacher Retirement/TRS Care                                      | \$2,501.00          |
| <b>6100 Subtotal:</b>             |   | <b>\$132,742.00</b> |
| <b>6300 Supplies and Services</b> |   |                     |
| 199-11-6399-00-101-824            | 6399 General Supplies   | \$4,600.00          |
| 199-11-6399-11-101-824            | 6399 General Supplies   | \$250.00            |
| 199-11-6399-21-101-824            | 6399 General Supplies   | \$5,000.00          |
| <b>6300 Subtotal:</b>             |   | <b>\$9,850.00</b>   |

**Personnel for Maxfield Elementary:**

| <u>Name</u>              | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------------|-----------------|----------------|------------|
| 199-11-611900-101-824030 | Teacher         | COMP ED        |            |
| 199-11-6129-00-101-824   | AIDE            | COMP ED        |            |
| Wilkerson, Jan           | Teacher         | Comp Ed        | .15        |
| Clark, Angela            | Teacher         | Comp Ed        | .15        |
| Griffin, Kara            | Aide            | Comp Ed        | .6         |
| Rainey, Netitia          | Teacher         | Comp Ed        | .15        |
|                          | Teacher         | Comp Ed        | .4         |
|                          | Aide            | Comp Ed        | .42        |
| Roper, Jennifer          | Teacher         | Comp Ed        | .15        |
| Spivey, Tracy            | Teacher         | Comp Ed        | .5         |
| Snider, Crystal          | Teacher         | Comp Ed        | .15        |
| Scitern, Donna           | Aide            | Comp Ed        | .6         |
| Shamblin, Kim            | Teacher         | Comp Ed        | .15        |
| White, Margaret          | Aide            | Comp Ed        | .6         |

# Title I

## Schoolwide Program Plan

### Four TEA Strategic Priorities and Title I Targeted Components

- **SP 1- Recruit, Support, and Retain Teachers and Principals**
- **SP 2- Build a Foundation in Reading and Math**
- **SP 3 - Connect High School to Career and College**
- **SP 4 - Improving Low-Performing Schools**

## Title I Personnel

| <u>Name</u>      | <u>Position</u>             | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------------------|----------------|------------|
| Wilkerson, Jan   | RTI Reading Interventionist | Title I Part A | .1         |
| Paraprofessional | Summer School Aide          | Title I Part A |            |
| Paraprofessional | Summer School Aide          | Title I Part A |            |
| Snider, Crystal  | RTI Math Interventionist    | Title I Part A | .9         |
| Teacher          | Summer School Teacher       | Title I Part A |            |
| Teacher          | Summer School Teacher       | Title I Part A |            |