

Waxahachie Independent School District

Marvin Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Board Approval Date: November 12, 2018

Public Presentation Date: November 12, 2018

Mission Statement

Continuing our tradition of "Excellence in Education" in Waxahachie ISD, the mission of Marvin Elementary School is to partner with the home and community to develop the whole learner; producing responsible citizens who will thrive in an academic world as we meet each student's physical, social, emotional and intellectual needs. By implementing instructional best practices that challenge our students, address the state standards, individualize instruction, and monitor student data, we will foster student success as we create life long learners.

Vision

Marvin Elementary School will support student achievement that will prepare our learners for success in the 21st century.

Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and

changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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Comprehensive Needs Assessment

Revised/Approved: July 16, 2018

Demographics

Demographics Summary

Marvin Elementary School is rich with history as it is a historical site in our community. Marvin Elementary places focus on building relationships and partnerships with all stakeholders and community members. We are a Title I schoolwide campus and our enrollment numbers indicate that Marvin is composed of an equally diverse group of students with 41% of students considered at risk and 67% of students coming from a low socioeconomic background. Our student demographics listed below are from the current 2018-2019 Public Education Information Management System (PEIMS) data.

- White 170 students 46%
- Hispanic 113 students 31%
- African A. 60 students 16%
- Other 25 students 7%
- Gifted and Talented 9 students 2%
- Dyslexia 28 students 8%
- LEP 3 students 1%
- SPED 65 students 17%
- At Risk 126 students 34%

Marvin mobility rate of 0%

Marvin attendance rate 97%

Waxahachie ISD and community leaders have expectations that students will obtain post-secondary education; college, technical school or job training.

Marvin Elementary participates in “college day” on Thursdays. Students are encouraged to wear a college shirt. There is a college and career board in the school and announcements are made about the careers and colleges weekly. Students are taught that college can be any post-secondary education such as a technical school and/or 4- year college.

The socioeconomic status in Waxahachie is trending or moving upward.

Demographics Strengths

- We are approaching equal enrollment among diverse student ethnic groups.
- Consistent enrollment in K-5
- Capturing Kids' Hearts on our campus focuses on building positive relationships.
- Use of multiple parent communication resources: Class Dojo, Remind, Bloomz, Email, newsletters, calendars, marquee
- Parent attendance at school functions
- translation when needed
- Skyward Parent Portal
- Social Media presence: webpage, Facebook, Twitter
- PTO involvement
- Outstanding community partners: HEB, Kip Fedora State Farm, Adam Rope State Farm, Hope Clinic, Academy Sports, Comerica Bank, Citizens National Bank, Avenue Baptist Church, Starbucks, Chicken Express, Show Biz Theater, Central Presbyterian, Dart, Covenant Life

Problem Statements Identifying Demographics Needs

Problem Statement 1: 41% of students are identified as at risk **Root Cause:** 72% of students are from low socioeconomic background with high needs for extra support.

Problem Statement 2: 17% of students are in special education program **Root Cause:** 72% of students are from low socioeconomic background with high needs for extra support.

Problem Statement 3: 2% of students are identified as gifted and talented **Root Cause:** students are underidentified and lack of exposure and support

Problem Statement 4: Staff needs continued professional development to meet needs of at risk students and those from low socioeconomic background **Root Cause:** lack of support for students; students come with varying high needs that may be unfamiliar to staff,

Student Academic Achievement

Student Academic Achievement Summary

- According to 2017-2018 STAAR data and accountability, Marvin Elementary “Met Standard” for the 2017-2018 school year. Marvin Elementary received 3 distinctions in the areas of: Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps. Marvin would like to continue to increase student achievement in the following areas:

Grade 3 Reading: African American, economically disadvantaged, Special Education; Grade 3 Math: Special Education.; Grade 4 Reading: African American, Special Education, Economically Disadvantaged

Grade 4 Math: Special Education; Grade 4 Writing: (ALL areas) African American, Hispanic, White, Special Education, Economically Disadvantaged

Grade 5 Reading: African American, Special Education; Grade 5 Math: African American, Special Education; Grade 5 Science: African American, Special Education, Economically Disadvantaged

Marvin students met or exceeded state standards in the areas of:

Grade 3 Reading Approaches, Meets, Masters (Hispanic, White); Grade 3 Math Approaches, Meets, Masters, (Hispanic, White, Economically disadvantaged, Special Education)

Grade 4 Reading Approaches, Meets, Masters (White, Hispanic); Grade 4 Math Approaches, Meets, Masters (All); Grade 4 Writing Approaches (White, Hispanic)

Grade 5 Reading Approaches, Meets, Masters (Hispanic, White, Economically Disadvantaged); Grade 5 Math Approaches, Meets, Masters (Hispanic, White, Economically Disadvantaged, Special Education); Grade 5 Science Approaches, Meets, Masters (White, Hispanic)

Student Academic Achievement Strengths

Students and teachers are tracking student data

Teachers unpack the State Standards/ disaggregate data with support of curriculum department

intervention time

Student Success Initiative, summer school

Inclusion/ Response to Intervention/ Special Education support

Curriculum: guided reading, guided math, Empowering Writers, Target Math, Lone Star Learning, Mentoring Minds

Gifted and Talented Inspirational Lab and monitoring state standards approaches, meets, masters levels

Best practice instruction: Spiraling, differentiated instruction, Daily 5, reading stations, modeling, exploration, Science Technology Engineering Math

Intervention Time

Teachers provide tutoring before and after school, as needed, to meet students' needs.

Marvin received 3 Distinctions (Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps)

Grade 3 Reading - Approaches- 75%, Meets - 36%, Masters- 21%; Grade 3 Math - Approaches- 81%, Meets - 54%, Masters - 21%

Grade 4 Reading - Approaches- 81, Meets- 54%, Masters- 25%, Grade 4 Math - Approaches- 87, Meets- 62, Masters-43

Grade 5 Reading - Approaches- 81, Meets- 53, Masters- 19; Grade 5 Math- Approaches 79, Meets- 44;

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: African American students score lower in all STAAR tested areas **Root Cause:** lack of support to address achievement gap; students who are at risk, in special education program, and from low socioeconomic background need more support

Problem Statement 2: Economically disadvantaged students score lower in all STAAR tested areas **Root Cause:** lack of school readiness, need higher needs met

Problem Statement 3: All students in 4th grade scored near state average on STAAR writing **Root Cause:** students need support for writing and reading readiness, vocabulary development, K-5 student support needed

Problem Statement 4: All students in 5th grade scored below state average on STAAR Science **Root Cause:** Science vertical development, all grade levels need to teach vertical state standards, reading readiness, vocabulary development,

School Processes & Programs

School Processes & Programs Summary

Marvin curriculum is aligned with the state standards. The curriculum is vertically and horizontally aligned so that teaching and learning expectations are clear. Developmental Reading Level, iStation, Education Galaxy, Leveled Literacy Intervention, District Common Assessments (2-5) are the local assessments used to measure student achievement. are standardized by the district and results of these assessments are used to address individual intervention needs. Differentiation strategies are used in small groups during grade level intervention based on student need and according to intervention tiers for individual students. Marvin received 3 state distinctions in: Student Achievement, School Progress, Closing the Gaps.

Waxahachie Independent School District performed higher than the state in all subjects across all grade levels revealing the district curriculum is viable, however, overall, Marvin students are struggling to perform at Meets and Masters levels. Student assessment progress is tracked through data in: Eduphoria/Aware, state assessment and accountability results, and Marvin data wall. The assessments are being used effectively. The principals, teachers and curriculum team meet regularly to review data and drive future instruction and intervention. Professional learning communities meet by grade level on a weekly basis. They meet once a month as a Student Success Team to discuss and track student progress. If progress is not occurring, the team will decide alternative interventions to put in place for the student. In an effort to increase student performance, the teachers participate in professional goal-setting each year through the state evaluation system. Students participate in their personal goal setting as well and they track their data in individualized data folders. Student performance is also encouraged through teacher professional development. The district built in 3 flex days in the school calendar to encourage teachers to obtain their 18 hours of professional development in a timely matter. Teachers are at liberty to choose professional development based on their needs. Technology badges were also implemented this year, and are monitored by students and staff, tech badge posters are posted outside the teacher's doors in the hallway. Marvin had Capturing Kids Hearts training this year, and it was monitored by the administrators, the CKH instructor, as well as the campus process champions. Faculty meetings are held once a month (twice if needed) as a Professional Learning Community to focus on all campus areas of need.

School Processes & Programs Strengths

- Marvin received 2 STAAR distinctions
- Marvin Grade 2 Reading and Math common assessment scores were higher than the rest of the district
- Marvin Grade 4 Math common assessment scores were higher than the rest of the district
- Grade level teachers use the 5E model to plan lessons in Eduphoria
- Grades 2-5 common assessments are aligned with current grade level state standards
- Campus wide data is disaggregated; students track data; teachers track data
- Professional Learning Communities are used to focus on professional and campus goals
- Capturing Kids' Hearts is a process used to build positive relationships with staff, students, and parents

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Overall, student achievement needs improvement to close gap **Root Cause:** Teachers need continued professional development to increase student achievement

Problem Statement 2: Economically disadvantaged students need more support to impact achievement **Root Cause:** Teachers need more state standard-centered, targeted intervention instructional resources

Problem Statement 3: Economically disadvantaged students need emotional and relational support **Root Cause:** Teachers need continued professional development to support the whole child and guardians

Perceptions

Perceptions Summary

Marvin parents are welcomed upon entering the building by caring, engaged teachers and staff who are excited to see them and their children. Parents feel that their presence is valued and important. Parents are encouraged to volunteer at various events and share their input by serving on campus committees such as the Site Based Decision Making committee and Parent Teacher Organization. Marvin Elementary strives to focus on the home/school connection and engage parents in understanding how to support their student by holding engaging family literacy, science and math nights where parents are shown age appropriate best practice instructional strategies that can be used at home with everyday supplies. Parent classes are held throughout the school year that focus on subjects that are of interest to parents. Additionally, Marvin prides itself on regular and clear communication with parents through a variety of resources. Parents can access day to day student information daily in their child's Behavior folder, notes and monthly calendars. Marvin teachers use technology resources such as E-Mail, Class Dojo, BLOOMZ and REMIND to keep parents informed of weekly learning objectives, upcoming events and continuous opportunities to be a part of their child's education. These resources double as a parent-teacher communication tool. Parents have instant access to teachers and can ask questions and share information and respond in a timely manner.

Marvin Elementary has developed valuable ties with the community and continues to gain support of new community organizations each year. Administration, teachers and staff reach out to the community along with Parent Teacher Organization in hopes to collaborate and support learning. Community members from local businesses volunteer their time to come and read to students on Drop Everything And Read Day. Many local restaurants and stores regularly contribute supplies for parent involvement events such as Family Literacy Night and Math and Science Night. The community donates items to Marvin Elementary to support our students in their learning (for state testing days and an engaging presentation on bullying. Showbiz Movie Theater provides popcorn for Family Literacy Night, DART Container regularly provides cups and plates upon request. Chicken Express and Starbucks provides tea and coffee for events such as Doughnuts for Dad and Muffins for Mom. Many local churches partner with our Parent Teacher Organization to provide teachers with luncheons on staff development days. The local university collaborates with Marvin Elementary by sending college students to volunteer their time to show our students the importance of hard work and determination. Administration, teachers and staff at Marvin Elementary feel that it is essential to develop and maintain strong ties with its parents and community. All Marvin Elementary stakeholders are encouraged to share input and suggestions to facilitate growth and continuous improvement towards successful student achievement. Parents and Community refers to the characteristics or make-up of the students, parents and community partners of the school district/campus and helps staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs and services to meet the needs of their students and parents. Marvin Elementary is comprised of about 74% of economically disadvantaged students. Due to the high number of students living at or below the poverty level and from data collected, the majority of our parents do not hold advanced degrees. Many of parents at Marvin Elementary grew up in the community and have stayed in Waxahachie to be close to family and to stay near more urban job opportunities. Marvin's mobility rate is 25%. During the 2017/2018 school year, fifty-two students withdrew and moved to other areas. In the same year, 44 students were enrolled because they moved into Marvin's zoned area. Waxahachie ISD and community leaders have expectations that students will obtain post-secondary education; college, technical school or job training. Marvin Elementary participates in "college day" on Thursdays. Students are encouraged to wear a college shirt. There is a college and career board in the school and announcements to promote the careers and colleges weekly. Students are taught that college can be any post-secondary education such as a technical school and/or 4- year college.

Perceptions Strengths

Use of multiple parent communication resources

Parent attendance at extracurricular school events

Community support and partnerships

Promoting college and career readiness

Provide parenting classes

Enrichment clubs and extracurricular activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Less than 50% of parents involved in school related activities **Root Cause:** parents work, lack of support

Problem Statement 2: High mobility rate 25% **Root Cause:** parents seeking employment, lack of family support,

Problem Statement 3: Some students and families need continued support **Root Cause:** need more community resources, stable job opportunities, educational support

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.

Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 1: (SB) The Academic Growth rating on the state report card will increase from 73 to 90 by June 2023.


Target 2019 - 75, 2020 - 80, 2021 - 84, 2022 - 84, 2023 - 90

Evaluation Data Source(s) 1: State assessment data: Academic Growth Data Table, Relative Performance Data Table, District Common Assessment Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Content, Essential knowledge and skills Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, STEM training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						

3) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
4) Increase staff access and understanding of Content, and state and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
5) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						

9) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
10) Implement specific, data-driven instruction; utilizing iTime, tutoring, and Intervention process to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 442.33						
11) Implement Data Walls for all tested grades as a means of tracking student progress and achievement leading to increased student achievement on state assessment. Data Wall will address all student sub groups and individuals	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
12) Use iTime (intervention time) to differentiate instruction to increase student achievement on State testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
13) Students in STAAR tested grades will track their mastery of the TEKS content.	2.4, 2.5, 2.6	Teachers, Principal, Asst. Principal	Students will demonstrate increased mastery of TEKS content and achievement on district and state assessments.				
							

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 2: (SB) The Graduation Rating on the state report card will increase from 65 to 90 by August 2023.
 Targets: 2019 - 68, 2020 - 70, 2021 - 80, 2022 - 85, 2023 - 90

Evaluation Data Source(s) 2: District Report Card, Graduation Rate score report, quarterly performance reports on 12th grade students, PEIMS snapshot and reports, Senior Conferences Reports, High School of Choice Enrollment Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Content, Essential knowledge and skills Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, STEM training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
3) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
4) Increase staff access and understanding of Content, and state and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

5) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
9) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						

10) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 442.33						
11) Use iTime (intervention time) to differentiate instruction to increase student achievement on State testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
12) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
13) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Content, Essential knowledge and skills Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, STEM training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
14) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
15) Increase staff access and understanding of Content, and state and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
16) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						

17) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
18) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
19) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
20) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
21) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 442.33							
22) Use iTime (intervention time) to differentiate instruction to increase student achievement on State testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92


Performance Objective 3: (SB) The College, Career, and Military Readiness Rating on the state report card will increase from 86 to 94 by 2023.
Targets: 2019 - 87, 2020 - 89, 2021 - 91, 2022 - 93, 2023 - 94

Evaluation Data Source(s) 3: District Report Card, PEIMS submission, CTE Industry-Based Certifications, CTE coherent sequence reports, Special education workforce readiness data, Navarro College Completion Data for Associates degrees, AP Examination Criteria, TSIA performance criteria

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Content, Essential knowledge and skills Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, STEM training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
3) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

4) Increase staff access and understanding of Content, and state and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							
5) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
8) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							

9) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
10) Implement specific, data-driven instruction; utilizing iTime, tutoring, and Intervention process to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 442.33						
11) Use iTime (intervention time) to differentiate instruction to increase student achievement on State testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
							

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92


Performance Objective 4: (SB) The Social Studies Approaches Grade Level performance on the STAAR test will increase from 75 to 85 by 2023.
 Targets: 2019 - 77, 2020 - 79, 2021 - 81, 2022 - 83, 2023 - 85

Evaluation Data Source(s) 4: STAAR testing data for all students, District common assessment data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Content, Essential knowledge and skills Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, STEM training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
3) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
4) Increase staff access and understanding of Content, and state and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

5) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
9) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						

10) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 442.33						
11) Use iTime (intervention time) to differentiate instruction to increase student achievement on State testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
							

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 5: The percentage of students identified as gifted in grades K-12 will increase from 4.64% to 10% by 2023.
Targets: 2019 - 5.6%, 2020 - 6.6% , 2021 - 7.8%, 2022 - 8.9%, 2023 - 10%

Evaluation Data Source(s) 5: 2018-19 Gifted Program Data, 2018-19 Action Plan Status

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Essential knowledge and skills, content Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, Science technology engineering math training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
3) Complete Walkthroughs in areas of need on the campus	2.5	Principal, Assistant Principal, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: IDEA - 0.00						
4) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, Content Resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Teachers will design lesson that are effective and are designed to ensure students learn the content objectives. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

5) Increase staff access and understanding of TEKS, STAAR and other assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.5, 2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
8) Decrease the gap in Student achievement between student groups in all subject areas by using data-driven instruction.	2.6	Principal, Assistant Principal, Instructional Coach, and Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
9) Monitor and revise, as needed, the appropriate identification of students in the Gifted/Talented program.	2.4, 2.5	GT Coordinator, GT specialists	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
10) Increase the number of English as a second Language certified teachers by encouraging teachers to attend certification training by district.	2.4, 2.6	Deputy Superintendent, LEP/Bilingual/ESL Coordinator, Principal	Teachers will be able to meet the needs of their students and impact growth in student achievement.				

11) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
12) Evaluate Tier I, II,III district initiatives and programs in RtI (a) Reassess roles of the Response to Intervention (RtI) committee members (b) Develop tiers for behavioral RtI plan for grades kindergarten through 5	2.5, 2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
13) Continue to use and review materials/programs for Life Skills to be used for systematic instruction (where applicable) that addresses the needs of K-5 students.	2.5, 2.6	Principal, Assistant Principal, teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1500.00						
14) Increase percentage of ENglish language learner students who improve by one or more proficiency levels: Continue the use of strategies in the classroom.	2.5, 2.6	Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
15) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd, 4th, 5th grade reading for African Americans to address state system safeguard.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1747.37, Local Funds - 1811.00						
16) Use iTime (intervention time) to differentiate instruction in grades K-5 to increase student achievement on state testing, local testing.	2.4, 2.5, 2.6	Principal, Asst. Superintendent, Curriculum Dept., teachers	Teachers will meet the specific learning needs of students through small group, differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
17) Implementation of the principles of Capturing Kids' Hearts.	2.4, 2.5	Teachers Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

18) Implement in class enrichment time 3 days a week, utilizing Specials teachers, to provide additional small group student instruction in the areas of math, English Language arts, science.	2.4, 2.6	Teachers asst principal principal	Teachers will meet the specific learning needs of students through small group and differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
19) Monitor and Implement attendance incentives, such as; perfect attendance bicycle and other rewards giveaway each 9 wks, dance in the halls to celebrate weekly perfect attendance, monthly class incentives of a party to celebrate perfect attendance.	2.5	PEIMS registrar asst. principal principal teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 6: The district dropout rate will reduce from 2.4% to 1.0% by June 2023.
 Targets: 2018 - 2.2%, 2019 - 2.0%, 2020 - 1.8%, 2021 - 1.4%, 2022 - 1.2%, 2023 - 1.0%


Evaluation Data Source(s) 6: 2018-19 dropout rate for grades 7-8 and grades 9-12, Monthly leaver reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments.				
Funding Sources: Local Funds - 0.00							
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Essential knowledge and skills, content Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, Science technology engineering math training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I Parental Involvement - 0.00							
3) Complete Walkthroughs in areas of need on the campus	2.5	Principal, Assistant Principal, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: IDEA - 0.00							
4) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, Content Resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Teachers will design lesson that are effective and are designed to ensure students learn the content objectives. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							

5) Increase staff access and understanding of TEKS, STAAR and other assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.5, 2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
8) Decrease the gap in Student achievement between student groups in all subject areas by using data-driven instruction.	2.6	Principal, Assistant Principal, Instructional Coach, and Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
9) Monitor and revise, as needed, the appropriate identification of students in the Gifted/Talented program.	2.4, 2.5	GT Coordinator, GT specialists	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
10) Increase the number of English as a second Language certified teachers by encouraging teachers to attend certification training by district.	2.4, 2.6	Deputy Superintendent, LEP/Bilingual/ESL Coordinator, Principal	Teachers will be able to meet the needs of their students and impact growth in student achievement.				

<p>11) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.</p>	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 418.90							
<p>12) Evaluate Tier I, II,III district initiatives and programs in RtI (a) Reassess roles of the Response to Intervention (RtI) committee members (b) Develop tiers for behavioral RtI plan for grades kindergarten through 5</p>	2.5, 2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
<p>13) Continue to use and review materials/programs for Life Skills to be used for systematic instruction (where applicable) that addresses the needs of K-5 students.</p>	2.5, 2.6	Principal, Assistant Principal, teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 1500.00							
<p>14) Increase percentage of ENglish language learner students who improve by one or more proficiency levels: Continue the use of strategies in the classroom.</p>	2.5, 2.6	Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
<p>15) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd, 4th, 5th grade reading for African Americans to address state system safeguard.</p>	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 1747.37, Local Funds - 1811.00							
<p>16) Use student portfolios where students track their data and set achievement goals in one-on-one student-teacher conferences in state assessment Reading, Math, Science grades to increase Student state assessment achievement in all sub groups.</p>	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will be able to track their master of their learning objectives. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 1811.00							
<p>17) Implement Data Walls in all state assessment subjects & grades as a means of tracking student progress and achievement leading to increased student achievement on StAt assessment Data Wall will address all student sub groups and individuals.</p>	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 2289.96							

18) Use iTime (intervention time) to differentiate instruction in grades K-5 to increase student achievement on state testing, local testing.	2.4, 2.5, 2.6	Principal, Asst. Superintendent, Curriculum Dept., teachers	Teachers will meet the specific learning needs of students through small group, differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 1811.00							
19) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd grade reading for African Americans to address state system safeguard.	2.4, 2.6	Principals Teachers Curriculum Dept	Teachers will meet the specific learning needs of students through small group and differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students..				
Funding Sources: Title I (211) - 3558.37							
20) Implementation of the principles of Capturing Kids' Hearts.	2.4, 2.5	Teachers Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
21) Implement in class enrichment time 3 days a week, utilizing Specials teachers, to provide additional small group student instruction in the areas of math, English Language arts, science.	2.4, 2.6	Teachers asst principal principal	Teachers will meet the specific learning needs of students through small group and differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
22) Monitor and Implement attendance incentives, such as; perfect attendance bicycle and other rewards giveaway each 9 wks, dance in the halls to celebrate weekly perfect attendance, monthly class incentives of a party to celebrate perfect attendance.	2.5	PEIMS registrar asst. principal principal teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
							

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 7: The percentage of students meeting the 3rd grade reading approaches standard will increase from 75% to 90%, by July 2019.





Evaluation Data Source(s) 7: State assessments, Local Assessments, Campus and District observe use of curriculum, Data meetings with teachers, district personnel (Walkthroughs and observations in Eduphoria, Lesson Plans in Eduphoria, surveys, Essential Skills Resource System, Weekly Grade level planning meeting, science, technology, engineering, math trainings, summer trainings, ination content training, Region 10 trainings)

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Essential knowledge and skills, content Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, Science technology engineering math training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
3) Complete Walkthroughs in areas of need on the campus	2.5	Principal, Assistant Principal, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: IDEA - 0.00						
4) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, Content Resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Teachers will design lesson that are effective and are designed to ensure students learn the content objectives. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

5) Increase staff access and understanding of TEKS, STAAR and other assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.5, 2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Decrease the gap in Student achievement between student groups in all subject areas by using data-driven instruction.	2.6	Principal, Assistant Principal, Instructional Coach, and Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: School Processes & Programs 1 Funding Sources: Title I (211) - 418.90						
9) Monitor and revise, as needed, the appropriate identification of students in the Gifted/Talented program.	2.4, 2.5	GT Coordinator, GT specialists	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
10) Increase the number of English as a second Language certified teachers by encouraging teachers to attend certification training by district.	2.4, 2.6	Deputy Superintendent, LEP/Bilingual/ESL Coordinator, Principal	Teachers will be able to meet the needs of their students and impact growth in student achievement.				
	Funding Sources: Support - 0.00						

11) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
12) Evaluate Tier I, II,III district initiatives and programs in RtI (a) Reassess roles of the Response to Intervention (RtI) committee members (b) Develop tiers for behavioral RtI plan for grades kindergarten through 5	2.5, 2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
13) Continue to use and review materials/programs for Life Skills to be used for systematic instruction (where applicable) that addresses the needs of K-5 students.	2.5, 2.6	Principal, Assistant Principal, teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1500.00						
14) Increase percentage of ENglish language learner students who improve by one or more proficiency levels: Continue the use of strategies in the classroom.	2.5, 2.6	Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
15) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd, 4th, 5th grade reading for African Americans to increase student achievement and close the achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: School Processes & Programs 2 Funding Sources: Title I (211) - 1747.37, Local Funds - 1811.00						
16) Use student portfolios where students track their data and set achievement goals in one-on-one student-teacher conferences in state assessment Reading, Math, Science grades to increase Student state assessment achievement in all sub groups.	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will be able to track their master of their learning objectives. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
17) Implement Data Walls in all state assessment subjects & grades as a means of tracking student progress and achievement leading to increased student achievement on StAte assessment Data Wall will address all student sub groups and individuals.	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 2289.96						

18) Use iTime (intervention time) to differentiate instruction in grades K-5 to increase student achievement on state testing, local testing.	2.4, 2.5, 2.6	Principal, Asst. Superintendent, Curriculum Dept., teachers	Teachers will meet the specific learning needs of students through small group, differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
19) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd grade reading for African Americans to address state system safeguard.	2.4, 2.6	Principals Teachers Curriculum Dept	Teachers will meet the specific learning needs of students through small group and differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students..				
	Funding Sources: Title I (211) - 3558.37						
20) Implementation of the principles of Capturing Kids' Hearts.	2.4, 2.5	Teachers Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: School Processes & Programs 3						
21) Implement in class enrichment time 3 days a week, utilizing Specials teachers, to provide additional small group student instruction in the areas of math, English Language arts, science.	2.4, 2.6	Teachers asst principal principal	Teachers will meet the specific learning needs of students through small group and differentiated instruction. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: School Processes & Programs 3						
22) Monitor and Implement attendance incentives, such as: perfect attendance bicycle and other rewards giveaway each 9 wks, dance in the halls to celebrate weekly perfect attendance, monthly class incentives of a party to celebrate perfect attendance.	2.5	PEIMS registrar asst. principal principal teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: School Processes & Programs 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: Overall, student achievement needs improvement to close gap Root Cause 1: Teachers need continued professional development to increase student achievement
Problem Statement 2: Economically disadvantaged students need more support to impact achievement Root Cause 2: Teachers need more state standard-centered, targeted intervention instructional resources

Problem Statement 3: Economically disadvantaged students need emotional and relational support **Root Cause 3:** Teachers need continued professional development to support the whole child and guardians

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

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Performance Objective 8: The percentage of students meeting the 4th grade writing approaches standard will increase from 60% to 85%, by July 2019.

Evaluation Data Source(s) 8: State assessments Assessments, Local Assessments, walk throughs and observations, Grade level lead planning, campus needs assessment surveys, lesson plans in Eduphoria

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue afterschool tutoring program based on RtI students and benchmark results.	2.6	Principal, Teachers, Child Nutrition (snacks)	-Increase percentage of students meeting State assessment expectations. Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
2) 4th grade writing teachers will be trained on Empowering Writers and will utilize the process in their classroom writing instruction.	2.5	Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
3) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							
4) Increase staff access and understanding of TEKS, STAAR and other assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							

5) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
6) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and SST meetings.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
7) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 418.90							
8) Use student portfolios where students track their data and set achievement goals in one-on-one student-teacher conferences in 4th grade writing to increase STAAR achievement in all sub groups.	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
9) Implement Data Walls in 4th grade as a means of tracking student progress and achievement leading to increased student achievement on STAAR Writing. Data Wall will address all student sub groups and individuals	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
10) Implement specific, data-driven instruction; utilizing itime, tutoring, and Tier process in 4th grade writing for African Americans to address state system safeguard.	2.4	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 442.33							

11) Implement the use of the instructional strategies of Empowering Writers with fidelity.	2.5	Principal Asst. Principal teachers District Language Arts Coordinator Curriculum Director	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
12) Provide continued professional development for teachers in the area of writing; writing process, revision, editing.	2.4, 2.5, 2.6	Principal, Asst. Principal, curriculum director, curriculum coordinator.	Students and teachers will gain knowledge in the area of writing to increase student achievement and mastery of content on local and state assessments.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
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Performance Objective 9: Increase percentage of students scoring "developed" on the K-2 reading assessment.


Evaluation Data Source(s) 9: Student Reading scores (Implementation of iNation training and District Summer Training to provide teachers with learning tools to implement in the classroom), lesson plans, and walk throughs, Student use of Education Galaxy, Istation, Xtra Math, Mentoring Minds assessments as evidenced in usage and student performance data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase access to online learning tools that support mastery of the content	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principal, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Supply - 0.00						
2) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
3) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge and skills ,Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, Science, tech., engineering, math training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						

4) Complete Walkthroughs in areas of need on the campus	2.5	Principal, Assistant Principal, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: IDEA - 0.00						
5) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, using Resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
6) Increase staff access and understanding of knowledge and skills, State and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
7) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
9) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning community meetings.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1800.00						

10) Evaluate Tier I, II,III district initiatives and programs in Response to intervention: a) Reassess roles of the committee members (b) Develop tiers for behavioral plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
11) Assess kindergarten students at the beginning of the year to provide early intervention in areas of concern.	2.5	Principal, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
12) Sustain the WISD Framework for Effective Teaching and Learning through the use of Thinking Maps, Provide training to classroom teachers in Thinking Maps.	2.5	Principal District Curriculum	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
13) Sustain the WISD Framework for Effective Teaching and Learning through the implementation of Empowering Writers and providing training for teachers on how to use it.	2.5	Principal District Curriculum Department	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
14) Increase the percentage of students scoring "developed" on the K-2 reading assessment by receiving training on & using Leveled Literacy Intervention (LLI) trainings and continue use of word study strategies	2.5	Principal Asst. Superintendent Teachers Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
15) Continue training and implementation of Word Study strategies in Kindergarten through 5th Grade	2.5	Principal Asst. Superintendent Teachers Curriculum Dept.	Increase in student achievement on Local and state testing. Teacher growth and development to meet the evolving needs of students.				
	Funding Sources: Title I (211) - 1811.00						
16) Use iTime (intervention time) to differentiate instruction in grades K-5 to increase student achievement on state testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						
17) Provide staff development for teachers to complete the required 6-hours of contract technology hours	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 1811.00						

18) Implementation of the principles of Capturing Kids' Hearts.	2.5	Teachers Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
19) Implement in class enrichment time 3 days a week, utilizing Specials teachers, to provide additional small group student instruction in the areas of math, English language arts.	2.5	Teachers asst principal principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 1811.00							
20) Monitor and Implement attendance incentives, such as; perfect attendance bicycle and other rewards giveaway each 9 wks, dance in the halls to celebrate weekly perfect attendance, monthly class incentives of a party to celebrate perfect attendance.	2.5	PEIMS clerk asst principal teachers principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
21) The campus English Language Arts Committee will vertically align the Phonics Essential knowledge and skills lessons across grade levels to ensure each teacher implements the process of teaching phonics with depth and complexity.	2.5	Teachers Asst Principal Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
22) Use Handwriting Without Tears	2.5	Curriculum and Instruction Department, Principal, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 1811.00							
							

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92

Performance Objective 10: The percentage of students meeting the 5th grade science approaches standard will increase from 69% to 85%, by July 2019.

Evaluation Data Source(s) 10: STAAR Assessments and Local Assessments

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All 5th grade students will be required to utilize the science lab or mobile science lab at least once a week.	2.5	Campus Administrators, Teacher	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
2) Teachers in grades k -5 will teach science that is vertically aligned with 5th grade science.	2.5	Campus Administrators, Teacher	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
3) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							
4) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of State content, content Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, Science tech., engineering, math training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I Parental Involvement - 0.00							
5) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, Content Resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							

6) Increase staff access and understanding of State content, state assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
7) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Knowledge and skills	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
9) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
10) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
11) Implement Data Walls in Science 5h grade as a means of tracking student progress and achievement leading to increased student achievement on state assessment. Data Wall will address all student sub groups and individuals	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

12) Use iTime (intervention time) to differentiate instruction in grades K-5 to increase student achievement on state testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
13) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd, 4th, 5th grade science for African Americans to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: Title I (211) - 442.33						

Performance Objective 10 Problem Statements:

Student Academic Achievement
Problem Statement 4: All students in 5th grade scored below state average on STAAR Science Root Cause 4: Science vertical development, all grade levels need to teach vertical state standards, reading readiness, vocabulary development,

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
 Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92


Performance Objective 11: The percentage of 4th grade African American, Hispanic, and economically disadvantaged students meeting the 4th grade writing approaches standard will increase from 60% to 85%, by July 2019.

Evaluation Data Source(s) 11: State and Local assessments, lesson plans, teacher observations, walk throughs, knowledge and skills mastery

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue after school tutoring program to meet the needs of students on tiers for intervention.	2.6	Principal, Teachers,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
2) 4th grade writing teachers will be trained on Empowering Writers and will utilize the process in their classroom writing instruction.	2.5	Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Problem Statements: Student Academic Achievement 3							
3) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							
4) Increase staff access and understanding of Essential skills and other assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Local Funds - 0.00							

5) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Support - 0.00							
6) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
7) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
Funding Sources: Title I (211) - 418.90							
8) Continue afterschool tutoring program based on RtI students and benchmark results.	2.6	Principal, Teachers, Child Nutrition (snacks)	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
9) Use student portfolios where students track their data and set achievement goals in one-on-one student-teacher conferences in 4th grade writing to increase state achievement in all sub groups.	2.4, 2.5, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
10) Implement Data Walls in 4th grade as a means of tracking student progress and achievement leading to increased student achievement on state Writing. Data Wall will address all student sub groups and individuals	2.4, 2.5, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

11) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 4th grade writing for African Americans to address achievement gap.	2.4, 2.5, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Title I (211) - 442.33						
12) Implement the use of the instructional strategies of Empowering Writers with fidelity.	2.5	Principal Asst. Principal teachers District Language Arts Coordinator Curriculum Director					
							

Performance Objective 11 Problem Statements:

Student Academic Achievement
Problem Statement 1: African American students score lower in all STAAR tested areas Root Cause 1: lack of support to address achievement gap; students who are at risk, in special education program, and from low socioeconomic background need more support
Problem Statement 3: All students in 4th grade scored near state average on STAAR writing Root Cause 3: students need support for writing and reading readiness, vocabulary development, K-5 student support needed

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92


Performance Objective 12: The percentage of 3rd grade African American and economically disadvantaged students meeting the 3rd grade reading approaches standard will increase from 57% to 85%, by July 2019.

Evaluation Data Source(s) 12: STAAR and Local assessments

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Content, Essential knowledge and skills Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, STEM training.	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I Parental Involvement - 0.00						
3) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
4) Increase staff access and understanding of Content, and state and local assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

5) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Content	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
8) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
9) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Plan for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						

10) Implement specific, data-driven instruction; utilizing itime, tutoring, and Intervention process in 3rd grade reading for African Americans to address achievement gap.	2.4, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: Title I (211) - 442.33						
11) Implement Data Walls in all Reading 3rd grade as a means of tracking student progress and achievement leading to increased student achievement on state assessment. Data Wall will address all student sub groups and individuals	2.4, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
12) Use iTime (intervention time) to differentiate instruction in grade 3 to increase student achievement on State testing, local testing.	2.5	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
							

Performance Objective 12 Problem Statements:

Student Academic Achievement
Problem Statement 2: Economically disadvantaged students score lower in all STAAR tested areas Root Cause 2: lack of school readiness, need higher needs met

Goal 1: Strategic Plan Goal: Marvin Elementary School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

School Board Academic Goal - Waxahachie ISD will increase the overall District Report Card from a score of 82 to 92 by August 2023.
Targets: 2019 - 83, 2020 - 86, 2021 - 88, 2022 - 90, 2023 - 92


Performance Objective 13: The percentage of 4th grade African American students meeting the 4th grade reading approaches standard will increase from 53% to 85%, by July 2019.

Evaluation Data Source(s) 13: STAAR and Local assessments

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum by creating, reviewing and updating campus grade level plans.	2.5	Principals, Assistant Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
2) Conduct Purposeful Planning and training sessions for grade level leaders and teachers in content areas that will increase teacher knowledge of Essential skills, content Resource System, and the use of intervention (iTime) time, via WLabs, iNation, summer training, and training from campus administration, Science, tech., engineering, math	2.5	Campus Administrator, curriculum department, instructional coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: Demographics 4 Funding Sources: Title I Parental Involvement - 0.00						
3) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system, content Resource System, (Eduphoria)	2.5	Curriculum department, Principals, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
4) Increase staff access and understanding of Essential skills, state and other assessment data for improvement of instruction and learning by using Eduphoria Aware (data mining).	2.5	Principals, Technology Lead District Curriculum Dept.	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						

5) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Essential knowledge and skills.	2.5	Principal, Technology Department, Technology Lead	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
6) Continue to support the Response to Intervention (RtI) layered model of support by utilizing the following programs and frameworks, Reading Recovery, Dyslexia, intervention Aides to support student achievement.	2.6	Curriculum and Instruction Department, Principal, Asst. Principal, SST Committees, Instructional Coach, Counselor, Teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
7) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities.	2.5	Curriculum and Instruction Department, Principals, Asst. Principals, SST Committees,	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
8) Administer District Common Assessments and gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria; Teachers review data and make instructional adjustments to increase student achievement.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Principals, Teachers, Instructional Coach	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 418.90						
9) Evaluate Tier I, II,III district initiatives and programs in Response to Intervention: (a) Reassess roles of the committee members (b) Develop tiers for behavioral Intervention for grades kindergarten through 5	2.6	Assistant Superintendent, Curriculum and Instruction Department, Principal, Teachers, Instructional coaches	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						

10) Implement specific, data-driven instruction; utilizing iTime, tutoring, and Intervention process in 4th grade reading for African Americans to address state system safeguard.	2.4, 2.5, 2.6	Principals Teachers Curriculum Dept	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Title I (211) - 442.33						
11) Implement Data Walls in 4th grade reading as a means of tracking student progress and achievement leading to increased student achievement on State assessment. Data Wall will address all student sub groups and individuals	2.4, 2.5, 2.6	Teachers, Assistant Principal, Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
12) Sustain the WISD Framework for Effective Teaching and Learning through the use of Thinking Maps, Provide training to classroom teachers in Thinking Maps.	2.5	Principal District Curriculum	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
13) Use iTime (intervention time) to differentiate instruction in grade 4 to increase student achievement on State testing, local testing.	2.5, 2.6	Principal, Asst. Superintendent, Curriculum Dept., teachers	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
14) Use student portfolios where students track their data and set achievement goals in one-on-one student-teacher conferences in 4th grade reading to increase achievement on state assessment in all sub groups.	2.4, 2.5, 2.6	Teachers, Principal Asst. Principal	Students will demonstrate increased achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
							

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 4: Staff needs continued professional development to meet needs of at risk students and those from low socioeconomic background Root Cause 4: lack of support for students; students come with varying high needs that may be unfamiliar to staff,


Goal 2: Marvin Elementary School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: By November 2017, Marvin Elementary School will have completed 100% of the facilities management goals.


Evaluation Data Source(s) 1: Student enrollment, demographic information, work orders, campus needs assessment, surveys

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize student enrollment projections to provide appropriate classroom space and student/teacher ratios.	2.5	Assistant Superintendent, Deputy Superintendent of Human Resources, Campus Administrators	Meet the needs of the whole child to improve student achievement and success.				
2) Facility needs will be assessed based on 2017-2018 student and campus needs.	2.5	Principal, Assistant Principal	Meet the needs of the whole child to improve student achievement and success.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 2: Marvin Elementary School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: By July 2018, 100% of the safety and security goals will be completed.

Evaluation Data Source(s) 2: Student health council (SHAC), CATCH curriculum, online resources, SHAC minutes, district policy, discipline reports, alternative discipline placements, curriculum and lesson activities

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Complete a campus facilities needs assessment on security cameras, lighting, and badge access and other areas of need	2.5	Director of Safety, Campus Administrator	Provide a safe learning environment for all students.				
2) Review and implement the district approved CATCH curriculum health program and district guidelines in Kindergarten through grade 5	2.5	Campus Administrators, PE teachers and Campus Cafeteria Manager	Meet the needs of the whole child to improve student health, achievement, and success.				
3) Design and implement campus policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse, (c). Childhood Obesity, (d). Suicide Prevention	2.5	Campus Administrators, Counselor, Teachers	Provide a safe learning environment and meet the needs of the whole child to improve student health, achievement, and success.				
4) Design a comprehensive guidance lesson framework to address new student transition due to rezoning. Plan is to address: team building, discipline, conflict resolution, making new friends and positive aspects of change. Other areas addressed by the counselor: violence prevention, conflict resolution, and career education	2.5, 2.6	Principal, Counselor	Provide a safe learning environment and meet the needs of the whole child to improve student health, achievement, social interaction, and success.				

5) Create student groups that foster school ownership and cooperation among students. School created groups: Flag Crew, Student Safety Patrol, and Student Council, Random Acts of Kindness Club	2.5	Principal, Counselor and Teachers	Provide leadership opportunities to meet the needs of the whole child to improve student health, achievement, social interaction, and success.				
6) Conduct a parent orientation each year for all parents.	3.2	Campus Administrators, Teachers	Increasing parent involvement and building school parent partnerships to increase student learning and achievement by increasing scores on district and state assessments.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 3: Marvin Elementary School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: By November 2017, 100% of the Marvin staff will be highly qualified.

Evaluation Data Source(s) 1: Human Resources report, board of education certifications, staffing reports, teacher observations, staffing reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning	2.5	Instructional Coaches, District Trainers Campus Administrators	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
2) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a) Provide common planning periods onmaster schedule, and (b). Provide purposeful planning opportunities	2.5	Deputy Superintendent, Curriculum and Instruction Department, Instructional Coaches, District Trainers, Campus Administrator	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
3) Provide teachers with TTESS training	2.5	Deputy Superintendent, Director of Campus and Student Support, Assistant Superintendent of Human Resources, HR Department, Campus Administrator	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

4) Create and implement team building and morale "boosting" activities throughout the year for faculty.	2.5	Principal, Assistant Principal, Counselor, PBIS Committee	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will thrive and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 800.00						
5) Provide mentoring program for new and second year teachers.	2.5	Guide Coordinator, Principal	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow, thrive, and learn how to meet the evolving needs of their students.				
6) Analyze all teacher data in the areas of: a) certification, b)testing, c) staff development	2.5	Principal, Assistant Principal	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow, thrive, and learn how to meet the evolving needs of their students.				
7) Encourage all teachers to obtain English as a Second Language, Bilingual, and/or Gifted Talented certification/endorsement.	2.5	Principal, Assistant Principal	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow, thrive, and learn how to meet the evolving needs of their students.				
8) Support personnel will provide enrichment and intervention for students in small group setting to assist with meeting their needs; Title I Aides, Reading Recovery Teacher	2.4, 2.5, 2.6	Asst. Principal Principal Directors	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
9) Provide staff development for teachers to complete the required 6-hours of contract technology hours	2.5	Principal, Technology Department, Technology Lead	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow, thrive, and learn how to meet the evolving needs of their students.				
							


Goal 4: Marvin Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.

Evaluation Data Source(s) 1: Student Technology Assessment (5th and 8th grades) data, Increased percentage of students meeting expectations on the Texas Assessment Instruments, Implementation of INation training and District Summer Training to provide teachers with learning tools to implement in the classroom (in lesson plans, walk-throughs), student use of Education Galaxy, Istation, Xtra Math, state assessments, Online practice assessments as evidenced in usage and student performance data, Eduphoria catalog report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Interactive Projection devices for all teachers to use in their classroom instruction.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Instructional Coaches, District Trainers, Instructional Technologist, Technology Department, Campus Administrator	Increase student engagement and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				

2) Provide 21st century technology tools and training for teachers.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Instructional Coaches, District Trainers, Instructional Technologist, Technology Department, Campus Administrator	Increase student engagement and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
3) Implement the integration of IPADs or laptops with teacher instruction.	2.5	Deputy Superintendent, Curriculum and Instruction Department, Instructional Coaches, District Trainers, Instructional Technologist, Technology Department, Campus Administrator	Increase student engagement and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Local Funds - 0.00						
4) Increase student use of technology to enhance academic achievement through Increasing access to online learning tools that support mastery of the Essential knowledge and skills.	2.5	Principal, Technology Department, Technology Lead	Increase student engagement and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Funding Sources: Support - 0.00						
							


Goal 5: Marvin Elementary School will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 1: By July 2018, 100% of the parental engagement goals will be completed.

Evaluation Data Source(s) 1: District and campus websites, activity announcements, campus calendar, orientation, conferences, surveys, parent meetings, parent compacts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra curricular activities on campuses (specifically, University Interscholastic League, and Destination ImagiNation) and (b) Provide parents with specific information about the school.	3.2	Principals, Teachers, Staff	Increasing parent involvement and building school parent partnerships to Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students through getting to know the family.				
	Problem Statements: Perceptions 1 Funding Sources: Supply - 0.00						
2) Update campus and teacher websites and social media sites to ensure that parents have access to pertinent information.	3.2	Campus Administrator Social media committee	Increasing parent involvement and building school parent partnerships to Increase student learning and achievement by increasing scores on district and state assessments.				
3) Organize and promote parent Education trainings and Practical Parent Trainings	3.2	Principal, Counselor, PPCD Teachers	Assist parents in educating their child and meeting the needs of students.				
	Problem Statements: Perceptions 3						
4) Update the Parent Compact and Parental Engagement Policy to engage parents in their child's education.	3.1	Campus Administrator, Campus Advisory Team, Parents	Increasing parent involvement and building school parent partnerships to Increase student learning and achievement by increasing scores on district and state assessments.				

5) 5) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children by inviting parents to join the Marvin Parent Teacher Organization, Science Technology Engineering Art Math events, Parent Orientation, Open House, Parent conferences, Fall and Spring Family nights, coffee with the principals.	3.2	Principal, Teachers, and Paraprofessionals	Increasing parent involvement and building school parent partnerships to Increase student learning and achievement by increasing scores on district and state assessments. Teachers will get to know families to meet the needs of students.				
	Problem Statements: Demographics 1						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 41% of students are identified as at risk Root Cause 1: 72% of students are from low socioeconomic background with high needs for extra support.
Perceptions
Problem Statement 1: Less than 50% of parents involved in school related activities Root Cause 1: parents work, lack of support
Problem Statement 3: Some students and families need continued support Root Cause 3: need more community resources, stable job opportunities, educational support


Goal 6: Marvin Elementary School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: By July 2017, 100% of the financial management strategies will be completed.

Evaluation Data Source(s) 1: District guidelines federal and state funds, audit findings, purchase orders, staffing requests, highly qualified staff, campus improvement plans, campus needs assessment, technology reports, board reports, audits, transportation reports, budget reports, state assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs	2.5	Campus Administrator	Stay in compliance with the state. Increase student learning and achievement by increasing scores on district and state assessments.				
2) Develop staffing priorities and plans based on proposed funding projections to meet campus/student needs, such as; Title I aides, Reading Recovery Teachers, Dyslexia Teacher, Gifted and talented Teachers, Special Education Teachers and Aides, Interventionist	2.5, 2.6	Campus administrator, Campus Advisory Team	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	Problem Statements: Demographics 1, 2, 3 - Perceptions 2						
3) Evaluate existing programs for all departments based on effectiveness of student achievement and cost.	2.5	Campus Administrators, Campus Advisory Team	Increase student learning and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
4) Evaluate existing technology hardware and software usage and standards;	2.5	Campus Administrator, Technology Lead	Increase student engagement and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
	RESOURCES NEEDED: eBeams in all classrooms						
Funding Sources: Supply - 0.00							

5) Transportation will be allowed for foster care (if needed) according to district policy.	2.5, 2.6	Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison	Meet the evolving and individual needs of the students and provide a safe learning environment.				
6) Marvin Enrichment Clubs are educational learning opportunities provided to students to teach them various topics related to Science, technology, engineering, art, math extracurricular activities, and real-world concepts,	2.4, 2.5	Teachers paraprofessionals Asst. Principals Principals	Increase student engagement and achievement by increasing scores on district and state assessments. Teachers will grow and learn how to meet the evolving needs of their students.				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 41% of students are identified as at risk Root Cause 1: 72% of students are from low socioeconomic background with high needs for extra support.
Problem Statement 2: 17% of students are in special education program Root Cause 2: 72% of students are from low socioeconomic background with high needs for extra support.
Problem Statement 3: 2% of students are identified as gifted and talented Root Cause 3: students are underidentified and lack of exposure and support
Perceptions
Problem Statement 2: High mobility rate 25% Root Cause 2: parents seeking employment, lack of family support,

State Compensatory

Budget for Marvin Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6117	6117 Career Ladder - Locally Defined	\$118,394.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$700.00
6141	6141 Social Security/Medicare	\$10.15
6143	6143 Workers' Compensation	\$2.24
6145	6145 Unemployment Compensation	\$0.65
6146	6146 Teacher Retirement/TRS Care	\$59.50
6100 Subtotal:		\$119,166.54
6300 Supplies and Services		
6341	6341 Food	\$319.36
6300	6390 Supplies and Materials - General	\$3,184.10
6300 Subtotal:		\$3,503.46

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA- 4/2/18

CNA - 4/9/18, 4/13/18, 4/17/18, 4/24/18,

CNA meeting to develop CNA - 5/30/18

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Christy Bailey - Principal

Dee Hudson - Assistant Principal

Kishen Lavender - Counselor

Traci Gilby - teacher

Kara Allred - teacher

Brittinie Hall - teacher

Allyson Hauptmann - teacher

Hillary Zandt - teacher

Erin Williams - teacher

Kelly Ruiz - teacher

Kristen Strange - parent

Karin Polk - Curriculum Coordinator

Glenna Reisner - Librarian

Melissa Cobb - Director of Partners in Education

Stephanie Robinson - Parent

2.2: Regular monitoring and revision

10/3/18

12/5/18

2/6/18

4/16/18

2.3: Available to parents and community in an understandable format and language

CIP Developed 5/30/18

CIP posted to website: 7/14/18

CIP in English and translation will be made available upon request

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards by:

-Using effective instructional strategies that are scientific research based

-Using effective instructional strategies to meet the needs of economically disadvantaged students, students in special education programs, students in major ethnic groups.

2.5: Increased learning time and well-rounded education

-after school tutoring will be provided to increase learning time.

-intervention support will be provided to increase targeted learning time.

2.6: Address needs of all students, particularly at-risk

Marvin Elementary will work with Curriculum Coordinators to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students with an emphasis on students who are at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy will be posted to the campus website.

Parent and Family Engagement Policy will be in English and made available to parents in other languages upon request.

3.2: Offer flexible number of parent involvement meetings

5/27/18

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Seeley	Instructional Aide	Title I	
Heather Kinder	Instructional Aide	Title I	
Holly Lewis	Reading Recovery	Title I	
Sydnie Noland	Instructional Aide	Title I	

Campus Advisory Team

Committee Role	Name	Position
Administrator	Christy Bailey	Principal
Administrator	Traci Gilby	Assistant Principal
Counselor	Monica Chilton	Counselor
Classroom Teacher	Brittinie Hall	teacher
Classroom Teacher	Hope Winter	teacher
Classroom Teacher	Carrie Glossup	teacher
Classroom Teacher	Kelly Ruiz	teacher
Classroom Teacher	Erin Williams	teacher
Classroom Teacher	Allyson Hauptmann	teacher

Campus Funding Summary

Support					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	1	6	LLI kits, First Step Training for Teachers		\$0.00
1	1	8	District Common Assessments		\$0.00
1	1	9			\$0.00
1	2	5	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	2	6	LLI kits, First Step Training for Teachers		\$0.00
1	2	8	District Common Assessments		\$0.00
1	2	9			\$0.00
1	2	16	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	2	17	LLI kits, First Step Training for Teachers		\$0.00
1	2	19	District Common Assessments		\$0.00
1	2	20			\$0.00
1	3	5	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	3	6	LLI kits, First Step Training for Teachers		\$0.00
1	3	8	District Common Assessments		\$0.00
1	3	9			\$0.00
1	4	5	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	4	6	LLI kits, First Step Training for Teachers		\$0.00
1	4	8	District Common Assessments		\$0.00
1	4	9			\$0.00

1	5	6	LLI kits, First Step Training for Teachers		\$0.00
1	5	9			\$0.00
1	5	12			\$0.00
1	6	6	LLI kits, First Step Training for Teachers		\$0.00
1	6	9			\$0.00
1	6	12			\$0.00
1	7	6	LLI kits, First Step Training for Teachers		\$0.00
1	7	9			\$0.00
1	7	12			\$0.00
1	8	5	LLI kits, First Step Training for Teachers		\$0.00
1	9	7	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	10	7	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	10	8	LLI kits, First Step Training for Teachers		\$0.00
1	11	5	LLI kits, First Step Training for Teachers		\$0.00
1	12	5	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	12	6	LLI kits, First Step Training for Teachers		\$0.00
1	12	8	District Common Assessments		\$0.00
1	12	9			\$0.00
1	13	5	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
1	13	6	LLI kits, First Step Training for Teachers		\$0.00
1	13	9			\$0.00
4	1	2	IPADs provided to K & 1st grade (5 Ipads per class = 35 Ipads total)		\$0.00
4	1	4	More campus technology: iPad cart for student use and eBeams in all classrooms		\$0.00
Sub-Total					\$0.00

Supply					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	iPad carts for student use, Education Galaxy, Istation		\$0.00
5	1	1			\$0.00
6	1	4	eBeams for all classrooms, iPad cart for student use		\$0.00
Sub-Total					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$375.00
1	1	10			\$67.33
1	2	10			\$375.00
1	2	10			\$67.33
1	2	21			\$375.00
1	2	21			\$67.33
1	3	10			\$375.00
1	3	10			\$67.33
1	4	10			\$375.00
1	4	10			\$67.33
1	5	8			\$418.90
1	5	11	District Common Assessments		\$418.90
1	5	13			\$1,500.00
1	5	15			\$1,747.37
1	5	16			\$1,811.00
1	6	8			\$418.90
1	6	11	District Common Assessments		\$418.90
1	6	13			\$1,500.00
1	6	15			\$1,747.37
1	6	16			\$1,811.00

1	6	17			\$478.96
1	6	17			\$1,811.00
1	6	18			\$1,811.00
1	6	19			\$1,747.37
1	6	19			\$1,811.00
1	7	8			\$418.90
1	7	11	District Common Assessments		\$418.90
1	7	13			\$1,500.00
1	7	15			\$1,747.37
1	7	16			\$1,811.00
1	7	17			\$478.96
1	7	17			\$1,811.00
1	7	18			\$1,811.00
1	7	19			\$1,747.37
1	7	19			\$1,811.00
1	8	7	District Common Assessments		\$418.90
1	8	10			\$375.00
1	8	10			\$67.33
1	9	8	LLI kits, First Step Training for Teachers		\$1,811.00
1	9	9			\$1,800.00
1	9	10			\$1,811.00
1	9	11			\$1,811.00
1	9	14			\$1,811.00
1	9	15			\$1,811.00
1	9	16			\$1,811.00
1	9	19			\$1,811.00
1	9	22			\$1,811.00
1	10	10	District Common Assessments		\$418.90

1	10	13			\$375.00
1	10	13			\$67.33
1	11	7	District Common Assessments		\$418.90
1	11	11			\$375.00
1	11	11			\$67.33
1	12	10			\$375.00
1	12	10			\$67.33
1	13	8	District Common Assessments		\$418.90
1	13	10			\$375.00
1	13	10			\$67.33
Sub-Total					\$55,394.07

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District instructional calendars, TEKS Resource System		\$0.00
1	1	3	Eduphoria, TEKS Resource System		\$0.00
1	1	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	1	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	2	1	District instructional calendars, TEKS Resource System		\$0.00
1	2	3	Eduphoria, TEKS Resource System		\$0.00
1	2	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	2	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	2	12	District instructional calendars, TEKS Resource System		\$0.00
1	2	14	Eduphoria, TEKS Resource System		\$0.00
1	2	15	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	2	15	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	3	1	District instructional calendars, TEKS Resource System		\$0.00

1	3	3	Eduphoria, TEKS Resource System		\$0.00
1	3	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	3	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	4	1	District instructional calendars, TEKS Resource System		\$0.00
1	4	3	Eduphoria, TEKS Resource System		\$0.00
1	4	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	4	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	5	1	District instructional calendars, TEKS Resource System		\$0.00
1	5	4	Eduphoria, TEKS Resource System		\$0.00
1	5	5	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	5	5	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	5	15			\$1,811.00
1	6	1	District instructional calendars, TEKS Resource System		\$0.00
1	6	4	Eduphoria, TEKS Resource System		\$0.00
1	6	5	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	6	5	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	6	15			\$1,811.00
1	7	1	District instructional calendars, TEKS Resource System		\$0.00
1	7	4	Eduphoria, TEKS Resource System		\$0.00
1	7	5	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	7	5	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	7	15			\$1,811.00
1	8	3	District instructional calendars, TEKS Resource System		\$0.00

1	8	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	8	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	9	2	District instructional calendars, TEKS Resource System		\$0.00
1	9	5	Eduphoria, TEKS Resource System		\$0.00
1	9	6	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	9	6	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	10	3	District instructional calendars, TEKS Resource System		\$0.00
1	10	5	Eduphoria, TEKS Resource System		\$0.00
1	10	6	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	10	6	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	11	3	District instructional calendars, TEKS Resource System		\$0.00
1	11	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	11	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	12	1	District instructional calendars, TEKS Resource System		\$0.00
1	12	3	Eduphoria, TEKS Resource System		\$0.00
1	12	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	12	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
1	13	1	District instructional calendars, TEKS Resource System		\$0.00
1	13	3	Eduphoria, TEKS Resource System		\$0.00
1	13	4	TEKS, STAAR DATA, DCA & benchmark data, Eduphoria Aware, TEA Accountability Rating system		\$0.00
1	13	4	5 IPADs given to Kindergarten and 1st grade classes		\$0.00
3	1	4			\$800.00
4	1	3	5 additional IPADS were given to Kinder and 1st grade teachers		\$0.00

					Sub-Total	\$6,233.00
IDEA						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	3	Eduphoria website, TTESS training and use of protocol		\$0.00	
1	6	3	Eduphoria website, TTESS training and use of protocol		\$0.00	
1	7	3	Eduphoria website, TTESS training and use of protocol		\$0.00	
1	9	4	Eduphoria website, TTESS training and use of protocol		\$0.00	
					Sub-Total	\$0.00
Title I Parental Involvement						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	2	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	2	13	Eduphoria, Time, TEKS Resource System		\$0.00	
1	3	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	4	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	5	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	6	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	7	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	9	3	Eduphoria, Time, TEKS Resource System		\$0.00	
1	10	4	Eduphoria, Time, TEKS Resource System		\$0.00	
1	12	2	Eduphoria, Time, TEKS Resource System		\$0.00	
1	13	2	Eduphoria, Time, TEKS Resource System		\$0.00	
					Sub-Total	\$0.00
					Grand Total	\$61,627.07