

Waxahachie Independent School District

Marvin Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Marvin Elementary School is to partner with home and community to meet students' physical, emotional and academic needs so that they become productive citizens who will be successful and independent in society. By implementing instructional best practices that challenge our students, addressing the state standards, individualizing instruction, and evaluating student data, we will foster student success.

Vision

Marvin Elementary School will support student's emotional and academic achievement to prepare them to become life-long learners.

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: June 3, 2021

Demographics

Demographics Summary

Marvin Elementary School is rich with history as it is a historical site in our community. It is one of fifteen campuses of Waxahachie ISD and places focus on building relationships and partnerships with all stakeholders and community members. Marvin is a Title I schoolwide campus and our enrollment numbers indicate that Marvin is composed of a diverse group of students with 36% of students considered at risk and 74% of students are economically disadvantaged.

Marvin mobility rate of 20%.

Marvin attendance rate 94%.

All professional staff are state certified and paraprofessionals have appropriate certifications. At least one teacher per grade level is English as a Second Language certified and at least one teacher per grade level is certified in Gifted and Talented instruction.

Demographics Strengths

Most of the staff was trained on the Capturing Kids Hearts process and the entire campus, including specials teachers and paraprofessionals, follows the protocol. This is the fourth year to use the process, and due to staff diligently implementing the CKH protocol, we became a CKH National Showcase school in the spring of 2019, 2020 and 2021!

Marvin's Parent Teacher Organization supports staff and students both emotionally and financially by funding educational tools, field trips, school-wide field day, and teacher appreciation.

Marvin staff uses multiple parent communication resources: Class Dojo, SeeSaw, Remind, School Messenger, Facebook, e-mail, campus and classroom newsletters, calendars, and the school marquee.

We maintain current information on social media through the use of the school website and Facebook.

We have outstanding community partners: Remedy Church of Waxahachie, Citizens National Bank, Starbucks, Central Presbyterian Church of Waxahachie, Chick-fil-a, Third Grade Adopt a Class, Life Church of Midlothian, First Methodist of Waxahachie, Kim Kriegel, Bahama Bucks, and Marvin PTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 74% of students are identified as economically disadvantaged and may have high academic needs. **Root Cause:** Possible lack of educational materials and experiences.

Problem Statement 2 (Prioritized): Non-Covid related absences have risen by 100% from the 2019 - 2020 school year to the 2020 - 2021 school year. **Root Cause:** There are no incentives for students to improve attendance.

Student Learning

Student Learning Summary

Student needs are identified through assessments such as Developmental Reading Assessment, Progress Measures, Education Galaxy, MAP, Unique(for Life Skills), CIRCLE for PreK, Texas KIA for kindergarten, and State of Texas Assessment of Academic Readiness. Students receive extra support and intervention through the Multi-Tiered Systems of Support, iTime and Reading Intervention, dyslexia, Special Education and English as a Second Language (if students qualify).

All information is based on the 2020-2021 Texas Education Agency STAAR Performance Data.

Grade 3 Reading - Approaches 41%, Meets 14%, Masters 2%; Grade 3 Math - Approaches 58%, Meets 30%, Masters 19%

Grade 4 Reading - Approaches 54%, Meets 17%, Masters 8%; Grade 4 Math - Approaches 46%, Meets 29%, Masters 17%; 4th Grade Writing - Approaches 32%, Meets 5%, Masters 0%

Grade 5 Reading - Approaches 60%, Meets 37%, Masters 26%; Grade 5 Math - Approaches 58%, Meets 30%, Masters 19%; 5th Grade Science - Approaches 53%, Meets 21%, Masters 9%

Student Learning Strengths

To meet the academic needs of students, students and teachers track achievement data and set personal goals, teachers unpack the state standards and disaggregate data with support of curriculum department and the MTSS team, and the following resources are used to support classroom instruction: Guided reading, guided math, Empowering Writers, Mentoring Minds, Fountas and Pinnel, StemScopes Science and Math, Reading A-Z, Splash Math, Pearson Reading and Reflex Math. Intervention Time(iTime) is implemented into the daily schedule for all students and before and after school tutoring is offered.

The majority of Pre-K and Kindergarten students met their end-of-year goal for reading. While the majority of students in first and second grades may not have met the targeted reading level at the end of the school year, they gained a significant amount of growth from their beginning of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 3rd-5th grade scored well below the district average on the Math STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 2 (Prioritized): Students in 3rd-5th grade scored well below the district average on the Reading STAAR and K-2 students continue to perform below their targeted reading level according to DRA. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 3 (Prioritized): Students in 4th grade scored below district average on Writing STAAR. **Root Cause:** Attendance and other related issues for in-person and

online learners due to the pandemic.

Problem Statement 4 (Prioritized): Students in 5th grade scored well below the district average on Science STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 5 (Prioritized): Teachers lack effective teaching strategies. **Root Cause:** Teachers are not trained in STEM instructional strategies.

Problem Statement 6 (Prioritized): Small group in needs to be more purposeful to address academic needs. **Root Cause:** Teachers need more training to implement small group instructional strategies.

School Processes & Programs

School Processes & Programs Summary

Marvin Elementary follows the Texas Resources System scope and sequence. Developmental Reading Assessment, MAP, Branching Minds, Reflex Math, Education Galaxy, State of Texas Assessment of Academic Readiness, Learning Lab, and Six Weeks Progress Measures (grades 2-5) are assessments used to measure student achievement. Teachers also use: Branching Minds and progress monitoring data to track intervention and Leveled Literacy Instruction for reading groups, guided reading instruction, and many research based instructional methods during iTime Intervention to address academic deficits. Results of these assessments are used to address individual intervention needs. A Multi Tiered System of Support is used to aid in specific intervention and differentiated strategies based on student needs. In addition to the general education population, we service students through Special Education, Gifted and Talented, and English Language Learner programs.

According to the 2020 STAAR data, Marvin students struggle to perform at the Approaches Level. Student assessment progress is tracked through data in: Eduphoria/Aware, Branching Minds, MAP testing, state assessment accountability results, and teacher observation data. The Student Success Team, composed of principals, teachers, campus instructional coach 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. In an effort to increase student performance and teacher instruction, teachers participate in professional goal-setting each year through the T-TESS evaluation system. Students participate in personal goal setting and tracking their data. Technology continues to be an integral part of the instructional process.

Programs available before and after school are: UIL, tutoring, Student Council, Destination Imagination, and Choir. We work closely throughout the school year with the PTO to plan family events that encourage parent involvement, such as, Fall Carnival, STEAM Night, literacy events, and Fine Arts Show. Positive Behavior Rallies will be re-implemented for the 2021-2022 school year to encourage positive student behavior. Attendance is encouraged and rewarded through assemblies, popcorn parties and bike giveaways.

For the third year in a row, Marvin received the honor of being named a Showcase School through the Capturing Kids' Hearts program. We will continue to focus on using this process for promoting positive student behavior.

School Processes & Programs Strengths

Teachers and staff are committed to ensuring students are learning and growing in all content areas as well as socially and emotionally. Student assessments and daily work are evaluated in order for teachers to plan lessons according to strengths and weaknesses. Sanford-Harmony lessons led by the school counselor address the social-emotional needs as well as the Capturing Kids' Hearts process.

Our Multi-Tiered System of Support processes and documentation are a collaborative effort by administrators, teachers, campus interventionists and the campus Instructional Coach.

The master schedule maximizes the amount of time spent in instruction. Specials teachers push in to the classrooms daily to support general education academics. We have a strong Title 1 intervention team that service students daily during iTime and offer inclusion support in the classroom. Any

interruptions such as mandatory drills and visits from special groups are purposeful.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more collaboration between grade levels to gain a better understanding of academic expectations. **Root Cause:** The current schedule does not allow for a common planning period.

Problem Statement 2 (Prioritized): Students don't have enough appropriate experience with technology use. **Root Cause:** Lack of sufficient training and access to mobile devices for the student population.

Problem Statement 3 (Prioritized): Additional staff members and new teachers are not trained on the Capturing Kids' Hearts training. **Root Cause:** New staff members have not been trained in the CKH process.

Perceptions

Perceptions Summary

Marvin parents are welcomed upon entering the building by caring, engaged teachers and staff. Parents are encouraged to volunteer at various events and share their input by serving on campus committees such as the Campus Education Improvement 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. 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, including their child's folder, notes and monthly calendars and newsletters. Marvin teachers use technology resources such as e-mail, SeeSaw, REMIND, Class Dojo, The Marvin Messenger (parent newsletter), Marvin Facebook page, and the Marvin digital marquee to keep parents informed of weekly learning objectives, upcoming events and continuous opportunities to be part of their child's education.

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. Many local restaurants and stores regularly contribute supplies for parent involvement events such as Family Literacy Night and Math and Science Night. Many local churches partner with our Parent Teacher Organization to provide teachers with luncheons on staff development days, snacks for students throughout the year, and teacher appreciation gifts. Remedy Church also went further to provide a new refrigerator for staff, offered the financial help to get three students the glasses they needed, and helped with the needs of families for Christmas gifts. The local university and high school collaborate with Marvin Elementary by sending students to volunteer their time and share the importance of hard work and determination. The administration, teachers, and staff at Marvin Elementary feel that it is essential to develop and maintain strong ties with its parents and community.

Emphasis is placed on rewarding student behavior and achievement through Positive Office Referrals, awards assemblies, Student of the Month, and popcorn parties to encourage good behavior.

Students follow their classroom-generated social contract and consequences for behavior. The campus counselor teaches students behavior techniques through Kelso's Choices and Sanford-Harmony lessons. Students have expressed they feel safe at school due to the routine safety procedures and drills, multiple visits from school district security officers and visible staff.

Perceptions Strengths

Marvin Elementary teachers and staff use multiple communication resources to communicate with parents and the community.

Strong community partnerships and supports have been established with local businesses and churches.

Positive reinforcement strategies were implemented for student behavior.

Classes offered in various areas at various times to better equip parents.

Frequent communication and support from administration made a positive impact on the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent involvement in technology communications. **Root Cause:** Parents do not have the knowledge or training to use the different technology programs.

Problem Statement 2 (Prioritized): There is a lack of community involvement in the classrooms. **Root Cause:** State and district pandemic restrictions kept visitors from regular involvement in the school.

Priority Problem Statements

Problem Statement 1: 74% of students are identified as economically disadvantaged and may have high academic needs.

Root Cause 1: Possible lack of educational materials and experiences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Non-Covid related absences have risen by 100% from the 2019 - 2020 school year to the 2020 - 2021 school year.

Root Cause 2: There are no incentives for students to improve attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in 3rd-5th grade scored well below the district average on the Math STAAR.

Root Cause 3: Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in 3rd-5th grade scored well below the district average on the Reading STAAR and K-2 students continue to perform below their targeted reading level according to DRA.

Root Cause 4: Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students don't have enough appropriate experience with technology use.

Root Cause 5: Lack of sufficient training and access to mobile devices for the student population.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Additional staff members and new teachers are not trained on the Capturing Kids' Hearts training.

Root Cause 6: New staff members have not been trained in the CKH process.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 9: Students in 4th grade scored below district average on Writing STAAR.

Root Cause 9: Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students in 5th grade scored well below the district average on Science STAAR.

Root Cause 10: Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Teachers lack effective teaching strategies.

Root Cause 11: Teachers are not trained in STEM instructional strategies.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Small group in needs to be more purposeful to address academic needs.

Root Cause 12: Teachers need more training to implement small group instructional strategies.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Lack of parent involvement in technology communications.

Root Cause 13: Parents do not have the knowledge or training to use the different technology programs.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a lack of community involvement in the classrooms.

Root Cause 14: State and district pandemic restrictions kept visitors from regular involvement in the school.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent 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

Goals

Revised/Approved: June 3, 2021

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





Performance Objective 1: Marvin Elementary will increase the academic growth rating on the state report card by 5% by June of 2022.

Evaluation Data Sources: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, Texas Academic Performance Report, MAP, Education Galaxy, Skyward, Developmental Reading Assessment scores, Reading Recovery, Texas English Language Proficiency Assessment System report, and progress monitoring forms.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and support teacher use of TEKS Resource System through lesson design and implementation. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Sustain the Waxahachie Independent School District Framework for Effective Teaching and Learning. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase staff understanding of TEKS content, and state and local assessment data for improvement of instruction and achievement. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student use of technology to enhance academic achievement and the blended learning environment through increasing access to online learning tools that support mastery of the content.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Administer Six Weeks Performance Measurement Assessments; gather teacher feedback to monitor validity of local benchmarks; teachers review data and make instructional adjustments to increase student achievement.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 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 Response to Intervention meetings.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Administrators, Multi Tiered System of Support Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will ensure students have an effective way to track their own progress.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Offer before and after school tutoring to meet the needs of struggling students.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Increase parent awareness of the importance of attendance, implement incentive programs (weekly, bi-weekly, monthly, each 6 weeks) Strategy's Expected Result/Impact: ~increased student achievement Staff Responsible for Monitoring: Administrators, teachers Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Flocabulary will be purchased for teachers to enhance classroom instruction. Strategy's Expected Result/Impact: Enhance student personal and academic performance Staff Responsible for Monitoring: Principal, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Teachers will attend vertical team meetings and observe each other's classroom to dissect vertical alignment of TEKS and collaborate on the use of academic language. Strategy's Expected Result/Impact: -increased student achievement Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Learning & Language Lab will be used for intervention with kindergarten students for intensive instruction for language acquisition, and development of fine and gross motor skills. Strategy's Expected Result/Impact: -increased student achievement Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Students will receive additional intensive intervention in small group by a paraprofessional. Strategy's Expected Result/Impact: -increased student achievement -increased teacher capacity Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: Students identified as At-risk will be serviced by an instructional paraprofessional to increase student achievement. Additionally, an Instructional Coach will increase teacher capacity with Tier I instructional support. Strategy's Expected Result/Impact: -increased student achievement -increased teacher capacity Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4 Funding Sources: Personnel - Title I (211) - \$66,515.72	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Snacks will be provided for students staying after school for tutoring. Strategy's Expected Result/Impact: -increased student achievement Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Each grade level will provide students with the opportunity to attend a yearly field trip to enhance student educational experiences and facilitate academic connections. Strategy's Expected Result/Impact: -increased student achievement Staff Responsible for Monitoring: Campus administrators, teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Classroom teachers will check out STEM materials that can be regularly used within the classroom in an effort to build higher level thinking skills. Strategy's Expected Result/Impact: -increased student achievement Staff Responsible for Monitoring: Campus administrators, teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 74% of students are identified as economically disadvantaged and may have high academic needs. Root Cause: Possible lack of educational materials and experiences.

Demographics

Problem Statement 2: Non-Covid related absences have risen by 100% from the 2019 - 2020 school year to the 2020 - 2021 school year. **Root Cause:** There are no incentives for students to improve attendance.

Student Learning

Problem Statement 1: Students in 3rd-5th grade scored well below the district average on the Math STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 2: Students in 3rd-5th grade scored well below the district average on the Reading STAAR and K-2 students continue to perform below their targeted reading level according to DRA. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 3: Students in 4th grade scored below district average on Writing STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 4: Students in 5th grade scored well below the district average on Science STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.





Problem Statement 6: Small group in needs to be more purposeful to address academic needs. **Root Cause:** Teachers need more training to implement small group instructional strategies.

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

Performance Objective 2: By June 2022, the percentage of 4th grade students meeting reading approaches will increase from 54% to 65%; Meets and Masters will increase by 5%.

Evaluation Data Sources: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, Texas Academic Performance Report, Education Galaxy, Skyward, Developmental Reading Assessment scores, Reading Recovery, Texas English Language Proficiency Assessment System report, and progress monitoring forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and support instruction of reading TEKS through the use of state adopted resources.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District Accountability Director will host training for teachers on how to disaggregate STAAR data and state reports.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, District Personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use multi-tiered system of supports to identify student learning needs through Reading Intervention, Dyslexia, and Response to Interventions.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Administer Six Weeks Performance Measurement Assessments; gather student feedback to monitor test validity, teachers review data and make instructional adjustments to increase student achievement. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement process for students tracking their data; use MAP and Branching Minds data charts to guide data meeting discussions. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide continued professional development for all reading teachers. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 2: Students in 3rd-5th grade scored well below the district average on the Reading STAAR and K-2 students continue to perform below their targeted reading level according to DRA. Root Cause: Attendance and other related issues for in-person and online learners due to the pandemic.
Problem Statement 5: Teachers lack effective teaching strategies. Root Cause: Teachers are not trained in STEM instructional strategies.
Problem Statement 6: Small group in needs to be more purposeful to address academic needs. Root Cause: Teachers need more training to implement small group instructional strategies.

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

Performance Objective 3: By June 2022, the percentage of 5th grade students meeting science approaches standard will increase from 53% to 70%; Meets and Masters will increase 5%.

Evaluation Data Sources: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, Texas Academic Performance Report, MAP, Education Galaxy, Skyward, Developmental Reading Assessment scores, Reading Recovery, Texas English Language Proficiency Assessment System report, and progress monitoring forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: All 5th grade students will utilize the science lab or mobile science lab, weekly.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and support the district's guaranteed and viable curriculum by utilizing Stemscoptes and all science resources.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Sustain the WISD Framework for Effective Teaching and Learning: Support the lesson planning system utilizing science 5th grade TEKS.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase student use of technology to enhance academic achievement. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: After administering the Six Weeks Performance Measurement Assessments , teachers will review data and make instructional adjustments to increase student achievement. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: administrators, teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students will track their own achievement data to enable them to take ownership of their learning. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement specific, data-driven instruction; utilizing iTime, tutoring, and Response to Intervention process for 5th grade student subpopulations. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 4, 6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 74% of students are identified as economically disadvantaged and may have high academic needs. **Root Cause:** Possible lack of educational materials and experiences.

Student Learning

Problem Statement 4: Students in 5th grade scored well below the district average on Science STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 6: Small group in needs to be more purposeful to address academic needs. **Root Cause:** Teachers need more training to implement small group instructional strategies.

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

Performance Objective 4: By June of 2022, the percentage of 4th grade students meeting math approaches standard will increase from 46% to 60%, Meets and Masters will increase 5%.

Evaluation Data Sources: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, Texas Academic Performance Report, MAP, Education Galaxy, Skyward, Developmental Reading Assessment scores, Reading Recovery, Texas English Language Proficiency Assessment System report, and progress monitoring forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and support the district's guaranteed and viable curriculum by utilizing Stemscopecs and all math resources.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase staff understanding of math content; state and local assessment data for improvement of instruction and learning.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student use of technology to enhance academic achievement through increasing access to online learning tools and blended learning that support mastery of the content.</p> <p>Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Administer Six Weeks Performance Measurement Assessments and study data. Teachers review data and make instructional adjustments to increase student achievement. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 5, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement specific, data-driven instruction; utilizing iTime, tutoring, and intervention process to address achievement gap. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students will track their own achievement data to enable them to take ownership of their learning. Strategy's Expected Result/Impact: ~increased academic achievement of students ~increased teacher capacity Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 5, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Reflex Math online program will be purchased for students to practice math facts. Strategy's Expected Result/Impact: ~increased academic achievement of students Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Music Notes(math rap group) will perform for students to increase their understanding of math concepts. Strategy's Expected Result/Impact: ~increased academic achievement of students Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Nov	Jan	Mar	June

Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Professional Fees - Title I (211) - \$500				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: 74% of students are identified as economically disadvantaged and may have high academic needs. **Root Cause:** Possible lack of educational materials and experiences.

Student Learning

Problem Statement 1: Students in 3rd-5th grade scored well below the district average on the Math STAAR. **Root Cause:** Attendance and other related issues for in-person and online learners due to the pandemic.

Problem Statement 5: Teachers lack effective teaching strategies. **Root Cause:** Teachers are not trained in STEM instructional strategies.

Problem Statement 6: Small group in needs to be more purposeful to address academic needs. **Root Cause:** Teachers need more training to implement small group instructional strategies.





School Processes & Programs

Problem Statement 2: Students don't have enough appropriate experience with technology use. **Root Cause:** Lack of sufficient training and access to mobile devices for the student population.

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

Performance Objective 5: By June 2022, 100% of the goals to address Gifted and Talented students will be met.





Evaluation Data Sources: ~number of activities offered to Gifted and Talented students
 ~completion of Gifted and Talented professional development for teachers

Strategy 1 Details	Reviews			
Strategy 1: All gifted and talented students to be required to individually participate in the school Science Fair. Strategy's Expected Result/Impact: Enhance student academic performance Staff Responsible for Monitoring: Campus Administrators, Science Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Gifted and talented students are given the opportunity to participate in various clubs before, after and during school such as: Broadcasting, F.L.A.G, Student Council, Safety Patrol and skills enhancement clubs. Strategy's Expected Result/Impact: Enhance student personal and academic performance Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: Limited English Proficient students will increase their proficiency in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Evaluation Data Sources: Comparison of 2022 to 2021 STAAR data, and 2021 Texas English Language Proficiency Assessment scores.

Strategy 1 Details	Reviews			
Strategy 1: Implement Word Study strategies in math and science for Kindergarten through Grade 5. Strategy's Expected Result/Impact: Increase the percentage of Limited English Proficiency students who improve by one or more proficiency levels on Texas English Language Proficiency Assessment Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 74% of students are identified as economically disadvantaged and may have high academic needs. Root Cause: Possible lack of educational materials and experiences.

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 June 2022, 100% of the safety and security goals will be completed. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Evaluation Data Sources: Evidence will be documented in safety audit report, revised Emergency Operations folders information, lessons plans, staff training sign-in sheets, emergency operation drills, campus security officer walkthroughs, work-orders completed and surveys.





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize student enrollment projections to provide appropriate classroom space and student/teacher ratios. Strategy's Expected Result/Impact: Meet the needs of the whole child to improve student achievement and success. Staff Responsible for Monitoring: Administrators, teachers Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guidance counselor will present classroom lessons on conflict resolution, bullying, career choices, drug and violence prevention and intervention each nine weeks. Strategy's Expected Result/Impact: -Reduction in number of student conflicts related to bullying. -Increased student awareness of drug and violence prevention -Increased student awareness of career choices Staff Responsible for Monitoring: Principal, Campus Guidance Counselor Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to observe the campus Emergency Operations Policy to ensure best practices are implemented in the case of an emergency for the safety and securing of all students. District-wide common language laid out by the I Love You Guys training will be followed to ensure a uniform security protocol. Strategy's Expected Result/Impact: -having a plan in place helps to promote a safe environment -staff can be prepared for an emergency situation Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security Officer Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Marvin Elementary will increase its student attendance rate.

Evaluation Data Sources: Evidence in attendance reports and truancy court appearances

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Strategy's Expected Result/Impact: Provide a safe learning environment and meet the needs of the whole child to improve student health, achievement, and success.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create student groups that foster school ownership and cooperation among students, such as Flag Crew, Student Safety Patrol, and Student Council, and Reading Buddies, etc.</p> <p>Strategy's Expected Result/Impact: Provide leadership opportunities to meet the needs of the whole child to improve student health, achievement, social interaction, and success.</p> <p>Staff Responsible for Monitoring: Principal, Counselor and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be rewarded with popcorn parties for attendance.</p> <p>Strategy's Expected Result/Impact: Provide a safe learning environment and meet the needs of the whole child to improve student health, achievement, and success.</p> <p>Staff Responsible for Monitoring: Principals, Homeroom Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will receive phone calls, emails and letters regarding student tardies and absences in a timely manner.</p> <p>Strategy's Expected Result/Impact: -immediate parent contact will reduce tardies and absences</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk, Security Officer, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: A platform for appreciating student diversity will be established through METV appearances and videos, classroom discussion, observance of Black History Month, National Hispanic Heritage Month, Irish American History, etc.</p> <p>Strategy's Expected Result/Impact: -increased understanding and awareness and appreciation of cultural differences</p> <p>Staff Responsible for Monitoring: Principals, teachers, METV staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students in grades 3 through 5 will participate in Fitness Gram through Physical Education class.</p> <p>Strategy's Expected Result/Impact: -student focus on physical health</p> <p>Staff Responsible for Monitoring: Principal, PE Teacher and Paraprofessional</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Classes will create an attendance poster for each six weeks to hang in the cafeteria. Each six weeks' students will be recognized with a star by their name for perfect attendance. Students with three stars by their name for first or second semester will receive a Marvin t-shirt and be entered into a drawing for a new bike.</p> <p>Strategy's Expected Result/Impact: Improved overall attendance.</p> <p>Staff Responsible for Monitoring: Teachers, campus administrators, attendance clerk</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Non-Covid related absences have risen by 100% from the 2019 - 2020 school year to the 2020 - 2021 school year. Root Cause: There are no incentives for students to improve attendance.</p>





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 June of 2022, 100% of the human resources and personnel recruiting and retaining goals will be completed. All students will be taught by highly qualified teachers. New teachers will be supported throughout the year and returning teachers will be provided with continuous professional development opportunities. Trends in staffing, facility, and program needs will be gathered during previous and current school years, and will be used to make decisions about future programs.

Evaluation Data Sources: Human Resource report will confirm highly qualified teachers, staffing reports, teacher observation data, G.U.I.D.E. Program, and Eduphoria data, various professional development sessions, student enrollment, student assessment data and performance levels.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administrators, Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a) Provide common planning periods on master schedule, and (b). Provide purposeful planning opportunities, c)Capturing Kids' Hearts.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administrators, principals Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support new teachers to the district through a mentoring program (G.U.I.D.E. Program) and provide teachers with T-TESS training/update.</p> <p>Strategy's Expected Result/Impact: -new teachers will have a format for networking -new teachers will be more informed of district and campus guidelines and expectations -teachers will grow and learn how to meet the evolving needs of their students.</p> <p>Staff Responsible for Monitoring: Principals, Campus G.U.I.D.E representative Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: In order to boost campus morale and improve the positive work culture supportive of collegial and collaborative teamwork, we will hold routine Professional Learning Communities, monthly luncheons, develop a closed social media groups for staff only, and host staff socials.</p> <p>Strategy's Expected Result/Impact: -increase student learning and achievement -increased camaraderie among staff -enhanced classroom lessons</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Analyze all teacher data in the areas of: a) certification, b)testing, c) staff development</p> <p>Strategy's Expected Result/Impact: Trends in teacher evaluation data and student performance levels will be used to make decisions about staffing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Encourage all teachers to obtain English as a Second Language, Bilingual, and/or Gifted Talented certification/endorsement.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Classroom teachers will observe one another during instruction to gain addition strategies for effective teaching.</p> <p>Strategy's Expected Result/Impact: -enhanced classroom instruction</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Vertical team meetings will be implemented throughout the school year.</p> <p>Strategy's Expected Result/Impact: -improved teaching instruction and increased student performance</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: School counselor will attend state conference. Strategy's Expected Result/Impact: -up to date research based programs available for students Staff Responsible for Monitoring: Principal, counselor Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: New campus staff members will attend Capturing Kids Heart workshop to learn strategies on how to effectively develop and improve positive relationships with and among staff and students. Strategy's Expected Result/Impact: -Fewer office referrals and lower incidents of bullying among students. -Uniform behavior expectations of students from staff -Increased cohesiveness among staff Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4 Problem Statements: School Processes & Programs 3 Funding Sources: Capturing Kids' Hearts Professional Development - Title I (211) - Travel & Registration - \$2,840.94	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Teachers and administrators will attend professional development training in their content area(s), and use research based instructional materials to enhance classroom instruction. Strategy's Expected Result/Impact: Classroom instruction will exhibit higher quality lessons and allow the students to become more engaged. Staff Responsible for Monitoring: Principals, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: STAAR Master - Title I (211) - \$1,872.02, Kamico Instructional Media - Title I (211) - \$359.70	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Monthly staff meetings will follow the Capturing Kids' Hearts Excel model. This will allow teachers to be more involved in presenting information at staff meetings. Strategy's Expected Result/Impact: ~increased teacher involvement and 'buy-in' of campus programs Staff Responsible for Monitoring: Principals, CKH Process Champions, and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs





Problem Statement 3: Additional staff members and new teachers are not trained on the Capturing Kids' Hearts training. **Root Cause:** New staff members have not been trained in the CKH process.

Goal 4: Marvin Elementary School will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2022, 100% of the parental engagement goals will be completed.

Evaluation Data Sources: Evidence will be recorded on parent attendance during school events, volunteer hours, completed Parents In Education applications, increased School Messenger communication, social media, parent newsletters, website posts, activity announcements, Title 1 Parent Orientation, parent/teacher conferences, surveys, and Parent-School Compacts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Marvin Elementary will update campus and teacher websites and social media sites to ensure that parents have access to pertinent information.</p> <p>Strategy's Expected Result/Impact: -increased communication with parents and the community will promote the success of student's social and academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Marvin Elementary will organize and promote Parent Education trainings.</p> <p>Strategy's Expected Result/Impact: Assist parents in educating their child and meeting the needs of students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Update the Parent Compact and Parental Engagement Policy to engage parents in their child's education.</p> <p>Strategy's Expected Result/Impact: -development of the Parent Compact communicates clear expectations of school, parent and student responsibilities</p> <p>-engaging parents in the development of the Parent Involvement Policy will encourage parents and staff members to work together to enhance the students educational experience</p> <p>Staff Responsible for Monitoring: Campus Administrator, teachers, parents</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 5) Ensure positive relationships are formed with 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 including UIL and school activity clubs, (b). Provide parents with information about how the campus defines high-quality teaching and learning, (c). Provide information to parents through newsletters regarding helpful tips for preparing and improving their child's school readiness and health, and (d) offer online enrollment for school and online enrollment for parents to join Partners In Education.</p> <p>Strategy's Expected Result/Impact: -increased communication with parents and the community will promote the success of student's social and academic performance</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and staff</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Host Museum Art Night for parents and students to increase parent involvement and assist with the understanding of art concepts and display student artwork.</p> <p>Strategy's Expected Result/Impact: -increases parent understanding of art instruction -increases parent and community involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Art teacher</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Host STEM Night activity for parents and students to increase parent involvement and assist with the understanding of STEM concepts.</p> <p>Strategy's Expected Result/Impact: -increases parent understanding of STEM instruction -increases parent and community involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Materials for STEM Night activities - Title I (211) - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Annual campus survey will have increased parent participation by increased parental awareness of the upcoming survey, confirmation of parents email addresses prior to the survey and social media and website posts announcing the survey.</p> <p>Strategy's Expected Result/Impact: -increased survey participation</p> <p>Staff Responsible for Monitoring: District communications director, campus principals</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 1: Lack of parent involvement in technology communications. **Root Cause:** Parents do not have the knowledge or training to use the different technology programs.

Problem Statement 2: There is a lack of community involvement in the classrooms. **Root Cause:** State and district pandemic restrictions kept visitors from regular involvement in the school.

Goal 4: Marvin Elementary School will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 2: In conjunction with the campus Parent-Teacher Organization, the campus will host several family involvement events.

Evaluation Data Sources: Evidence and successful participation will be based on number of parents and students attending events.

Strategy 1 Details	Reviews			
Strategy 1: Host Fall Festival Strategy's Expected Result/Impact: -increased parent involvement Staff Responsible for Monitoring: Campus Administration, PTO Officers Title I Schoolwide Elements: 2.6, 3.2 Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Host Christmas Store for students to purchase low cost items for Christmas gifts. Strategy's Expected Result/Impact: -increase student independence Staff Responsible for Monitoring: Principal, Assistant Principal, PTO Officers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: In order to build teacher morale, PTO will work in conjunction with campus administration to host Teacher Appreciation throughout the school year. Strategy's Expected Result/Impact: -increase teacher morale and staff camaraderie Staff Responsible for Monitoring: Campus administration, PTO Officers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a lack of community involvement in the classrooms. Root Cause: State and district pandemic restrictions kept visitors from regular involvement in the school.

Goal 5: Marvin Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: To enhance instruction, students will have access to quality technology and internet connectivity.

- Evaluation Data Sources:** ~computer lab schedules
 ~integration of technology in lesson plans
 ~classroom walkthrough data
 ~usage reports from online academic resources
 ~professional development

Strategy 1 Details	Reviews			
Strategy 1: Provide Interactive Projection devices for all teachers to use in their classroom instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Technology department and/or campus librarian will offer flexible professional development sessions for teachers to support technology opportunities to enhance classroom instruction. Strategy's Expected Result/Impact: -increased technology use by classroom teachers -increase student engagement -increase student achievement Staff Responsible for Monitoring: Administrators, Librarian Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase student use of technology to enhance academic achievement. Strategy's Expected Result/Impact: -increase student engagement -increase student achievement Staff Responsible for Monitoring: Administrators, Principal, Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





School Processes & Programs

Problem Statement 2: Students don't have enough appropriate experience with technology use. **Root Cause:** Lack of sufficient training and access to mobile devices for the student population.

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

Performance Objective 1: All financial management strategies will be completed.

Evaluation Data Sources: The principals, Campus Education Improvement Committee and Multi-Tiered Systems of Support Team will use the Comprehensive Needs Assessment, Skyward financial reports, campus budget, Title I budget and student performance data to determine campus needs. The principal will work in partnership with Waxahachie ISD accounting department to ensure all financial guidelines are followed.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: District guidelines for federal and state funds are followed to effectively allocate campus funds.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Campus Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop staffing priorities and plans based on proposed funding projections to meet campus/student needs, such as; Title I paraprofessionals, Reading Intervention Teachers, Dyslexia Teacher, Gifted and Talented Education Teachers, Special Education Teachers and Paraprofessionals, and other Interventionists.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Education Improvement Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate existing technology hardware and software usage and standards;</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Marvin Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for Marvin Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Halee Tucker	Instructional Coach	0.5
Suzette Perlmutter	Reading Intervention	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Education Improvement Committee met on June 1, 2021 to review the researched data and proposed problem statements and accepted the Campus Needs Assessment for the 21-22 school year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Halee Tucker	Instructional Coach	Title I	.5
Stacie Hamilton	Instructional Paraprofessional	Title I	1

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Personnel		\$66,515.72
1	4	8	Professional Fees		\$500.00
3	1	10	Capturing Kids' Hearts Professional Development	Travel & Registration	\$2,840.94
3	1	11	STAAR Master		\$1,872.02
3	1	11	Kamico Instructional Media		\$359.70
4	1	6	Materials for STEM Night activities		\$300.00
Sub-Total					\$72,388.38
Grand Total					\$72,388.38

Addendums