

David Crockett Elementary School



**Angela Fitzpatrick, Principal
2017 – 2018**

Dr. Jerry Gibson – Superintendent

Marshall Independent School District

Campus Demographics

Total Population: 721 Students

African American 26%	Hispanic 36%	White 32%	2 or More 4%	ECD 78%	Special Education 7%	GT 6%	LEP/ELL 24%
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Mission

Our mission is to educate the whole child by promoting opportunities for all students to achieve their maximum potential in all aspects of life - academic, social, emotional, and physical, while providing instruction and support to meet the needs of diverse learners in our school community.

Vision

Our vision is to intentionally build a legacy together (home, school, community) by establishing a firm educational foundation.

CIP Committee

Name of Campus Improvement Team Members	Position (Classroom teacher, other school-based professional, non-instructional, parent, community, business)
Angela Fitzpatrick	Principal
Layla Ames	Assistant Principal
Elissha Monsivais	Counselor
Wanda Avery	Special Education Teacher
Richun Abrone	Reading Interventionist
Joy LePoint	Math Interventionist
Linda Sooter	PE Teacher
Teresa Lane	Behavior Interventionist
Kelly Onofre	ESL Teacher
Doris McKelvey	Instructional Coach
Beverly Johnson	Bilingual Instructional Coach
Katerias Hill	5th Grade Teacher
Marisol Lopez-Leon	4th Grade Bilingual Teacher
Angie Munden	3rd Grade Teacher
Tamirja Alejandro	2nd Grade Teacher
JaVonza Cooks	1st Grade Teacher
Lori Cherry	Kindergarten Teacher
Deja Hall	Instructional Aide
Jamie Warden	Parent
George Gill	DARE Officer with Marshall Police Department (Community Member)

Goal 1: Academic Performance of All Students

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
All Groups and All Subjects				
Campus Goal: All students academic performance in Index 1 will increase from 57% to 70% for 2018 state accountability and at least 70% on all common assessments.				
1. Teachers will utilize data and TEKS Resource System to guide planning of instruction through collaboration with grade level teachers and instructional coaches in PLCs.	Teachers, Instructional Coaches, Administrators.	Master Schedule to support scheduled time for PLCs and team planning. Data Room.	September 2017- June 2018.	Lesson plan reviews, 6 week assessments, Star Renaissance assessments.
2. Teachers will engage in RPM process to analyze the evidence of teaching and learning through alignment walks, journal reviews, and performance data.	Teachers, Instructional Coaches, Administrators.	Student journals, student work posted in the hallways, Star Renaissance.	September 2017- June 2018.	RPMs every 6 weeks.
3. Implement a monitoring and feedback cycle in order to provide individualized teacher support.	Administrators, Instructional Coaches, Teachers.	Data room for monitoring. Lesson plans. Talent Ed for walkthroughs and evaluations.	September 2017- June 2018.	Weekly Leadership Team meetings to evaluate support as determined from walkthroughs and student performance.

4. Implement PRIMETIME, a dedicated time per day as dictated by the master schedule to provide individualized small group instruction.	Teachers, Interventionists, Co Teachers, Instructional Aides.	Allocated time as supported in the master schedule.	September 2017- June 2018.	Evaluate data from DMAC after each assessment.
5. Administer the district's two benchmarks and six week assessments to assess how well the students are comprehending the TEK's and SE's.	Teachers, Interventionists, Instructional Coaches, Counselor, Instructional Aides.	Benchmarks and Common Assessments.	October 2017-May 2018.	Evaluate data from DMAC after each assessment.
ELAR				
Campus Goal: Student performance will increase from 55% to 70% on STAAR Reading and from 47% to 65% for STAAR Writing for 2018 state accountability and at least 70% on all common assessments.				
1. Use the TEKS, ELPS and TEKS Resource System to create and sequence motivating and engaging lessons.	Teachers, Instructional Coaches.	TEKS Resource System, Gomez & Gomez, Eduphoria.	September 2017 - June 2018.	Lesson Plans, PLCs Observations, & Walkthroughs.
2. Enhance literacy through the implementation of daily small group instruction.	Teachers.	Class Flow, ELLevation strategies, Kagan, Daily 5, Gomez & Gomez.	September 2017 - June 2018.	STAR Ren, TPRI, Progress Reports, Weekly, Assessments, Benchmarks, journals.
3. To improve student writing, establish a writing PLC that will meet each grading period to discuss strategies, curriculum and student	Teachers, Principal, Asst. Principal, Instructional.	TEKS Resource System, Writing Academies, Writer's Workshop, Six Traits of Writing, journals.	September 2017 - June 2018.	Agendas and minutes of the meetings, Data Wall, PLCs, journals.

progress in Writer's Workshop.	Coaches, and Interventionists.			
4. Establish and implement strategies to increase word recognition and vocabulary utilizing small group instruction to improve literacy and writing skills.	Teachers, Instructional Coaches, Interventionists.	Interactive Word Walls, Interactive Journals.	September 2017 - June 2018.	Weekly/Six Week Assessments and journals.
Math				
Campus Goal: Student performance will increase from 64% to 74% for STAAR Math 2018 state accountability and at least 70% on all common assessments.				
1. Students will demonstrate an ability to problem solve and communicate mathematically by methodically showing understanding of the problems and justification of their answers.	Teachers, Math instructional coach, and Instructional Aides.	TEKS Resource, GoMath, Gomez and Gomez, UPS, STAR Renaissance.	September 2017-June 2018.	BOY, MOY, EOY (STAR Renaissance), Benchmark, STAAR – Grade 3-5, District Common Assessments, Teacher created formative assessments.
2. Implement the use of manipulatives, mathematical vocabulary, and higher-order questioning to provide rigorous instruction of	Teachers, Math instructional coach, and Instructional Aides.	TEKS Resource, GoMath, Lead4Ward, Manipulatives, Gomez and Gomez, journals.	September 2017-June 2018.	BOY, MOY, EOY (STAR Renaissance), Benchmark, STAAR – Grade 3-5, District Common Assessments, Teacher created

mathematical concepts and skills.				formative assessments, Power Walks.
3. Utilize technology for a minimum of 30 minutes weekly for students who are not meeting grade level standards.	Teachers, Math instructional coach, and Instructional Aides.	Prometheans, Computers, Star Renaissance, Go Math, and other math websites, Gomez and Gomez.	October 2017-June 2018.	Data from Star Renaissance, GoMath, and other math websites, Power Walks.
4. Implement differentiated instructional strategies to support and enhance student engagement.	Teachers, Math instructional coach, and Instructional Aides.	TEKS Resource, GoMath, Gomez and Gomez, Prime Time.	September 2017-June 2018.	BOY, MOY, EOY (STAR Renaissance), Benchmark, STAAR – Grade 3-5, District Common Assessments, Teacher created formative assessments, Power Walks.
Science				
Campus Goal: Goal: Student performance will increase from 51% to 65% for STAAR Science 2018 state accountability and at least 70% on all common assessments.				
1. Use data desegregation to align instruction with the STAAR format and promote higher order thinking.	Administration, teachers, instructional aides.	TEKS Resource System, Study Island, Project Based Learning, Kagan Strategies, DMAC,	September 2017 - June 2018.	Lesson Plans, PLCs, RPMs, Observations, & Walk-throughs, assessments.

		Gomez & Gomez, Eduphoria.		
2. Educators will be offered professional development in the following areas: STAAR, TEKS, integration of technology, reading improvement strategies, special education, inclusion, RTI, PBIS, DMAC data, Promethean, Readers' Workshop, (journaling) SIOP, Daily 5, classroom management.	Administration, teachers, instructional aides.	Class Flow, chrome books, promethean board activities, and project based learning.	September 2017 - June 2018	Power walks, T-TESS, team evaluation, self-evaluation, PLCs, RTI.
Social Studies				
Campus Goal: Student performance will be at least 70% proficiency on all common assessments.				
1. Follow district curriculum using TEKS Resource System for lesson plans and all available district resources to foster a deep understanding of the Social Studies TEKS and	Teachers, Instructional Coaches.	TEKS Resource System, Gomez & Gomez, Eduphoria.	September 2017 - June 2018	Lesson Plans, PLCs Observations, & Walkthroughs.

apply them to strategically support and enhance literacy.				
2. Use targeted interventions in small collaborative groups to improve reading and writing.	Teachers, Interventionists.	TEKS Resource System, Gomez & Gomez, Eduphoria.	September 2017 - June 2018.	Lesson Plans, PLCs Observations, journals, & Walkthroughs.
African American				
Campus Goal: Student performance will increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				
1. Provide small group instruction that is data driven and monitored for implementation.	Teacher Interventionists Instructional Coaches Administrators.	DMAC, Skyward, Eduphoria.	September 2017-June 2018.	District Common Assessments each six weeks.
2. Conduct data talks with teachers to analyze assessment performance and implementation of individualized instruction.	Teachers, Administrators, Campus Instructional Coaches.	T-TESS, DMAC, Skyward.	September 2017- June 2018.	PLC Notes, Data Wall, Common Assessments.
3. Teachers will be provided cultural responsiveness workshops and follow up to help understand and educate every child.	Administrators, Leadership Team, Region 7.	District, Campus, Region 7.	September 2017-June 2018.	Achievement gap will decrease.
Hispanic				

Campus Goal: Student performance will increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				
1. Work with students in small groups to ensure understanding of academic content.	Teacher, Interventionists, Instructional Coaches, Administrators.	Teachers, bilingual paras, paras; ESL teacher.	September 2017 - June 2018.	District Common Assessments each six weeks.
2. Utilize strategies focused on differentiated instruction and incorporate the English Language Proficiency Standards (ELPS) when designing lessons.	Teacher, Interventionists, Instructional Coaches, Administrators.	Teachers; bilingual paras; paras; ESL teacher.	September 2017 - June 2018.	Improved Common assessments and STAAR scores.
3. Communicate, sequence, and scaffold all instruction delivered in English to commensurate with the students' level of English language proficiency.	Teacher, Interventionists, Instructional Coaches, Administrators.	Teachers; bilingual paras; paras; ESL teacher	September 2017 - June 2018.	Improved Common assessments and STAAR scores.
4. Use disaggregated data assessment results to monitor student progress and needs, and provide data-	Teacher, Interventionists, Instructional Coaches, Administrator.	Administrators, teachers, Instructional coaches, interventionists.	September 2017 - June 2018.	Improved Common assessments and STAAR scores, progress reports, report cards.

driven intervention strategies.				
5. Teachers will be provided cultural responsiveness workshops and follow up to help understand and educate every child.	Administrators, Leadership Team, Region 7.	District, Campus, Region 7.	September 2017-June 2018.	Achievement gap will decrease.
White				
Campus Goal: Student performance will increase 10% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				
1. Campus monitoring will ensure performance will make continuous improvement with Tier 1 interventions.	Teachers.	Data Room.	Weekly PLC meetings and 6 week assessments.	PLCs to review and monitor data.
2. Gathering and analyzing data to make instructional decisions for students to succeed.	All Staff.	DMAC, IXL, Star Renaissance, TPRI, Tejas/Lee.	September 2017.	Progress Monitoring.
Economically Disadvantaged				
Campus Goal: Student performance will increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				
1. Each staff member serves as an advocate to 10-12 students to mentor and build relationships.	All Staff	Highly qualified instructors.	September 2017-June 2018.	Increased academic performance and decline in referrals.

2. Gathering and analyzing data to make instructional decisions for students to succeed.	All Staff	DMAC, IXL, Star Renaissance, TPRI, Tejas/Lee.	September 2017-June 2018.	Progress Monitoring.
3. Teachers will be provided cultural responsiveness workshops and follow up to help understand and educate every child.	Administrators, Leadership Team, Region 7.	District, Campus, Region 7.	September 2017-June 2018.	Achievement gap will decrease.

SPED

Campus Goal: Student performance will increase 25% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.

1. Implement Co-Teaching model to support student access to the general education curriculum.	Co-teachers, Teachers, Principals.	Ongoing co-teach training.	September 2017-June 2018.	Common assessments, Star Renaissance.
2. Include SpEd staff in all professional development with general education staff in order to increase teacher collaboration and effective planning for accommodations and modifications.	Teachers, Instructional Coaches.	Co-teach schedule to support collaboration with general education teachers.	September 2017- June 2018.	Increased student performance.

ELL

Campus Goal: 80% of ELL students will meet Advanced or Advanced High on TELPAS Reading and Writing, and increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.

1. Develop and implement monitoring procedures for using the LPAC Committee to monitor ELL students who are failing and for ELL students that have been exited from the Bilingual/ESL program.	Teachers Interventionists Instructional Coaches Administrators	TELPAS assessment Common assessments Previous year's STAAR	September 2017-June 2018	Report card grades (every six weeks)
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2. Provide professional development for instructional staff to support ELL students, SIOP training and more.	Administrators	District coordinator Region support SIOP ELPS	September 2017-June 2018	Walkthroughs. Lesson Plans, Increased student performance.
3. Monitor strategies to promote continuous improvement in ELL programs.	Teacher Interventionists Instructional Coaches, Admin	Walkthrough instruments.	September 2017-June 2018	Walkthroughs, increased student performance.

GT/Advanced Academics

Campus Goal: Student performance will increase by 50% on the Meets or Masters level on all 2018 STAAR Assessments.

1. Collaborate with advanced academics coordinator to provide GT learning opportunities to faculty, focusing on identifying and instructional strategies for GT students.	Teachers Interventionists Instructional Coaches Administrators.	PLC's, Primetime.	September 2017-June 2018.	Project presentations, Report Card Grades.
2. Ensure all GT classroom teachers complete the required GT training for the year.	Principal.	Completion of certification and/or update.	September 2017-June 2018.	GT Certification.
3. Utilize the Texas Performance Standards Project as the curriculum for GT services that will be provided during Prime Time.	Teachers.	PLC's and teacher collaboration.	September 2017-June 2018.	Project completed at the end of the Project window. (6 weeks)

Area	Group	Measured	Quantitative Criteria
Attendance	All students in grades	State ADA	Annual student attendance will increase from 95.3 % to 97%.

Summative Evaluation	Attendance is calculated into the state accountability system.
Formative Evaluation including incremental dates or frequency	Attendance is taken daily and evaluated every three weeks.
Person responsible for formative evaluation	Principal, Attendance/RTI Committee and PEIMS Clerk

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Implement six week attendance incentives for individual students and friendly competitions within the grade level for the highest class attendance average.	Attendance/RTI Committee, PEIMS Clerk, Teachers, Administrators	Attendance data Incentives (snow cones, free dress, homework pass, etc....)	September 2017-June 2018	RTI and Attendance Committee will review every three weeks to ensure we reach our overall goal of 97%

Goal 2: Recruit, Employ, and Retain a Well-Qualified and Professional Staff

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
2.1 Recruitment of New Teachers	New Teacher	HR Department and Campus Leadership Team	Have 100% of new staff in place by mid-July 2018 for the 2018-2019.

Summative Evaluation	All new teachers will be hired by July 2018.
Formative Evaluation including incremental dates or frequency	Applicants will be obtained from Applitrack and job fairs.
Person responsible for formative evaluation	Principal.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Provide incentives for good attendance throughout the year.	Administrators	Community, District and campus	August 2017- June 2018	New teachers will want to teach at David Crockett
2. Provide time and flexible scheduling for team collaboration.	Administration	PLCs, master schedule	August 2017-June 2018	New teachers will want to teach at David Crockett
3. Participate in district recruitment opportunities.	Administration, teachers	District, Region 7 Service Center	August 2017- June 2018	Quality applicants

Area	Group	Measured	Quantitative Criteria
2.2 Development of All Teachers	All teachers	T-TESS	100% of teachers will be proficient or higher on their T-TESS evaluation.

Summative Evaluation	More teachers will be proficient or above on their T-TESS evaluations.		
Formative Evaluation including incremental dates or frequency	Student academic performance will increase.		
Person responsible for formative evaluation	Administration, Instructional Coaches, District, Region 7, Teachers		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Teachers will actively participate in PLC training in order to disaggregate data to drive instruction, create and implement effective lessons and share best practices.	Teachers Instructional Coaches Administrators	Administrators Instructional Coaches Research based instructional strategies	Weekly starting September 2017 - June 2018	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative

				assessments. Data walls Increase in student achievement
2. Teachers will participate in the Reflective Practice Model	Teachers Instructional Coaches Administrators	District Personnel Administrators Instructional Coaches TEKS Resource	September 2017 - June 2018	RPM walks will determine if the TEKS are being implemented to increase student achievement and student understanding.
3. Instructional Coaches will work collaboratively with teachers to support student learning and engagement focusing on classroom management and instruction.	Instructional Coaches, Teachers	TEKS Resource System, DMAC, Star Renaissance, Region 7 The Big Five	August 2017-June 2018	Walkthroughs, PLC's, conferences, observations and modeling will be implemented to achieve student success

Area	Group	Measured	Quantitative Criteria
2.2 Retention of Teachers	Teachers	Less Vacancies	Increase the number of staff retained by maintaining at least 90%

Summative Evaluation	Decrease in employee turnover by 90%		
Formative Evaluation including incremental dates or frequency	Middle of the year/end of the year staff surveys on the climate and culture of the campus. January one on one conferences with the principal.		
Person responsible for formative evaluation	Principal, Assistant Principal, Instructional Coaches		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Use PLC process to provide team building activities to assist with building relationships and communication with staff and administrative team.	Campus Instructional Coaches Teachers	Kagan strategies, Incentives, Google Docs, Google Calendar, Weekly team feedback sheet	August 2017- June 2018	Climate and culture surveys.
2. Recognize and celebrate staff every month.	Teachers, Admin, PTA, Community	District Incentive Plan	September 2017-June 2018	Climate and culture surveys.

Goal 3: Fiscal Responsibility

Area	Group	Measured	Quantitative Criteria
3.1 Fiscal Management	Administrators	2017-2018 Budget	100% of the budget will be spent to increase student achievement

Summative Evaluation	100% of the budget will be spent		
Formative Evaluation including incremental dates or frequency	Weekly budget checks will be implemented		
Person responsible for formative evaluation	Principal and Secretary		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Monitor process to review and evaluate campus programs	Principal and Secretary	Skyward Finance	September 2017- August 2018	Weekly budget checks and monthly program checks
2. Maintain monthly balanced budget of expenditures and receipts at the campus level	Principal and Secretary	Skyward Finance	September 2017- August 2018	Weekly budget checks

Goal 4: Safety/Discipline

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
4.1 Expect, promote and support a safe and orderly learning environment.	Staff and Students	Crisis Management Plan	Decrease the number of referrals by 50% and 90% of incidents on the campus.

Summative Evaluation	Parent and student surveys, walkthroughs and feedback.
Formative Evaluation including incremental dates or frequency	Fewer referrals and incidents at the end of each six weeks.
Person responsible for formative evaluation	Administrators

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/ activity
1. Implement Safe & Civil School initiative to support positive behavior support.	Assistant Principal and PBIS Team	Region 7 Training	October 2017-June 2018	Data collection on procedures and systems
2. Provide ongoing professional development and feedback on PBIS	Assistant Principal and PBIS Team	Campus data	October 2017-June 2018	Data collection on procedures and systems

Area	Group	Measured	Quantitative Criteria
4.2 Provide consistency and uniformity in school wide discipline management	Students and Staff	District Expectations	Decrease the number of referrals by 50%

Summative Evaluation	Parent, staff and student surveys, walkthroughs and feedback.		
Formative Evaluation including incremental dates or frequency	Fewer referrals and incidents at the end of each six weeks.		
Person responsible for formative evaluation	Administrators		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Implement the District's Discipline Management Plan	Teachers, Administrators, Discipline Committee and RTI Interventionist	District Discipline Management Plan	September 2017- June 2018	6 weeks discipline review
2. Implement the Safe and Civil Schools	Assistant Principal & PBIS Team	Professional Development in Safe & Civil Schools	October 2017- June 2018	Monthly data check and sharing with staff

Area	Group	Measured	Quantitative Criteria
4.3 Improve or enhance the character of students	Students and Teachers	Staff and Student Surveys	Increase of student participation in the BRAG celebrations by 90%

Summative Evaluation	Parent, staff and student surveys, walkthroughs and feedback.		
Formative Evaluation including incremental dates or frequency	Fewer referrals and incidents at the end of each six weeks.		
Person responsible for formative evaluation	Administrators		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1 Provide students with school wide character trait development through classroom guidance, small group counseling and individual counseling.	Counselor, Teachers, Administrators, RTI Committee	Monthly School Character Trait Education, Lunch Bunch	October 2017-June 2018	Checking student referrals, classroom, small group and individual evaluation, Staff and student surveys
2. Implementing a comprehensive, developmental guidance and counseling program.	Counselor	Guidance and Counseling Program	October 2017-June 2018	Checking student grades, student

				referrals, staff and student surveys
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Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
4.4 Increase parental involvement	Students, Teachers and Parents	Sign in logs, parent participation, PTA participation	Parents participate in at least two school activities (PTA, parent conferences, etc...)

Summative Evaluation	Increased parental involvement		
Formative Evaluation including incremental dates or frequency	Parental involvement increased during all activities according to the sign in sheets		
Person responsible for formative evaluation	Administrators and Teachers		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Community Open House/Meet the Teacher	Faculty, Staff and PTA	MISD Administration	August-October, 2017	Leadership Team discussion

2. PTA Open House, ETBU Fall Fest	Principal, PTA President, ETBU students	PTA, ETBU students	October 10 (PTA O.H.) October 12 (Fall Fest)	PTA committee meetings, Leadership Team discussion
3. Parent Math Make and Take Night	Principal, PTA, Teachers	Education Foundation Grant	February 2018	Increased parental involvement
4. Provide communication in English and Spanish as needed.	Administrators and Teachers	School Messenger	August 2017- June 2018	Increased parental involvement
5. Teachers will be required to contact and document positive parent contacts.	Administrators and Teachers	Post cards, Remind 101, DMAC	August 2017- June 2018	Increased parental involvement

Area	Group	Measured	Quantitative Criteria
4.5 Increase community involvement	School and Community.	Sign in sheets.	We will have daily community involvement.

Summative Evaluation.	Increased community involvement.
Formative Evaluation including incremental dates or frequency.	Community involvement increased during all activities according to the sign in sheets.
Person responsible for formative evaluation.	Administrators.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Community Open House/Meet the Teacher.	Faculty, Staff and PTA	MISD Administration.	August 2017-October 2017.	Leadership Team discussion.
2. PTA Open House, ETBU Fall Festival.	Principal, PTA President, ETBU Volunteers.	PTA, ETBU Students.	Oct. 10 (PTA O.H) Oct. 12 (Fall Fest).	PTA committee meetings, Leadership Team discussion.
3. Marshall Fire Dept. for Fire Safety Week.	Librarian, Lane.	Marshall Fire Dept.	Oct. 6	Leadership Team discussion.
4. Local Businesses and Churches will volunteer throughout the school year.	Principal, Lane.	Local businesses and churches.	August 2017-June 2018.	Increased community support.
5. DARE Officer will provide a nine week lesson to the fifth grade students regarding drug, alcohol, peer pressure and self-esteem.	Administrators and teachers.	Marshall Police Dept.	October 2017-May 2018.	100% of students will graduate during the DARE ceremony.
6. During lunch, our Fire, Police, Sheriff and City Marshal will eat lunch while mentoring our students.	First responders and campus.	PTA sponsored.	September 2017-June 2018.	Community awareness.
7. ETBU and Wiley Students volunteer throughout the school	Principal, Behavior Interventionist, Counselor, ETBU & Wiley Volunteers	ETBU, Wiley & Campus	September 2017-May 2018	Increase community support, increase student's college awareness

10 Components of an Effective or Title I Program

1. A comprehensive needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Ensure smooth transition for students
8. Measures to include teachers in the decisions regarding the uses of academic assessments
9. Effective, timely additional assistance
10. Coordination and integration of Federal, State, and local services and programs