

**McKinney Independent School District**  
**Malvern Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

# Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

# Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

With 522 students, Malvern has the following approximate ethnic makeup: Hispanic 56%, White 15%, Black/African American 22%, and 7% of other ethnicity. Seventy-nine percent of students are economically disadvantaged. Roughly 14% of Malvern students receive special education services, and 1% are identified as gifted and talented.

### Demographics Strengths

Malvern elementary has a diverse student population. Malvern is a bilingual campus with a one-way dual language program to help Spanish-speaking students to become bilingual, biliterate, and culturally proficient.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Malvern has a high mobility rate.

**Problem Statement 2:** Staff demographics do not reflect student population demographics.

# Student Achievement

## Student Achievement Summary

The Texas Education Agency gave Malvern a “Met Standard” Accountability Rating for 2018. Malvern met targets in Domains 2 and 3 but fell short in Domain 1. We are encouraged by student growth as reported in Domain 2 Part A.

Malvern did not meet standard in Domain 1, Student Achievement.

## Student Achievement Strengths

The Texas Education Agency 2017 Accountability Summary reports that Malvern Met Standard on the Performance Index Report in Indices 2, 3, and 4.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Malvern did not meet standard in Domain 1, Student Achievement.

# School Culture and Climate

## School Culture and Climate Summary

Malvern Elementary received Level 1 Certification as a High-Reliability School in 2016-2017 (Safe and Collaborative Culture). The Malvern slogan is "LIVE, LEARN, LEAD." We want our students to LIVE life to the fullest by pursuing activities that bring joy and satisfaction. We want them to LEARN content well and apply it continuously at deep levels. We also want them to LEAD themselves and others to be productive citizens in a global society. PBIS was implemented in 2016-2017 and had positive results. The PRIDE acronym stands for Proactive, Respect, Integrity, Dedicated and Engaged. PRIDE expectations align with the Seven Habits of Happy Kids of The Leader in Me. Students receive recognition for showing Malvern PRIDE. During the 2018-2019 school year, Malvern will maintain its certification of Level 1 HRS and pursue Level 2 Certification (Effective Teaching in Every Classroom).

## School Culture and Climate Strengths

Every student at Malvern Elementary participates in leadership development. They learn to apply "Seven Habits of Happy Kids" (Covey) to their daily lives and apply the habits as they show Malvern PRIDE. All Malvern students have an opportunity to participate in individual, class, and/or school-wide service projects or leadership roles in response to the challenge to make the world a better place. Clubs are offered for every 4th and 5th grade student to promote engagement in the educational environment. All students maintain a Leadership Notebook, where attendance, goal-setting, successes, and celebrations are recorded.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

The Malvern staff is comprised of individuals committed to the well-being of our students. All teachers are highly qualified. The teaching staff is diverse and well-blended in terms of teaching experience. Teachers actively participate in PLC's where they design quality lessons to engage all learners.

Bilingual and Monolingual Instructional Coaches have a high impact on student achievement. Bilingual Para-professional staff support English Language Learners and positively impact bilingual literacy and student achievement.

## **Staff Quality, Recruitment, and Retention Strengths**

All teachers at Malvern Elementary are highly qualified, and academic content teachers are English Second Language (ESL) certified. Staff members display a growth mindset and strive to be well-versed in current best teaching practices and philosophies. All are compliant with MISD Professional Development expectations, and most have hours that exceed the requirements. Staff members serve as leaders among their peers through a variety of formal and informal professional development.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The state standards (Texas Essential Knowledge and Skills/Student Expectations) are the basis for curriculum, instruction, and assessment at Malvern Elementary. The MISD Model of Instruction is utilized. Staff members design instruction using Solution Tree's PLC model. The work of a PLC is to address curriculum, instruction, assessment, and student achievement. Through this work, a PLC answers the following four questions: (1) What standards are students to learn? (2) How will we know if students have learned the standards? (3) What will we do when they haven't learned the standards? and (4) What will we do when they have mastered standards? Answering these four questions enables teachers to have a clear focus on standards and allows each teacher to become an instructional leader. Through this collaborative lesson design, teachers identify standards and student expectations, promote student engagement, utilize best-teaching practices and MISD curriculum documents & Model of Instruction to deliver instruction, assess student progress, and utilize assessment data to determine next teaching steps. Alignment between what is written, taught, and tested should insure accurate data. Frequent monitoring of student progress will show each student's strengths and areas for growth and enable them to progress along a continuum of skills. Immediate and precise interventions are provided to move all students forward in their learning, whether that involves intervening when skills have yet to be mastered or providing challenges to promote additional growth.

## Curriculum, Instruction, and Assessment Strengths

In addition to academic objectives, students are introduced to skills that will enable them to thrive in their lives beyond school. Such skills include life and career skills of flexibility, responsibility, leadership, etc., learning and innovation skills of creativity, collaboration, communication, critical thinking, etc. and information media and technology skills.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents are invited to be active participants in their child's education through a variety of opportunities. Our community partnerships are invaluable in supporting the work that we do with students. Relationships with mentors help students improve behavior and academics. Groups from outside entities work collaboratively with classroom teachers other Malvern staff to support class and community activities. Ongoing collaboration with community partners has resulted in more family involvement opportunities.

## Parent and Community Engagement Strengths

Events such as Fall Carnival, Family Movie Night, and Family Wellness Day, involve families from Malvern and beyond, and engage the cooperation of the community. Local businesses, parents, sister school (Wolford) PTA, Reach Mentors, Community in Schools (CIS), and others are invaluable in supporting Malvern students.

# School Context and Organization

## School Context and Organization Summary

Malvern Elementary is a K-5th grade, Title 1, bilingual campus. Teamwork is essential at Malvern! Ten teams - one team per grade level, one special education team, one specials team, one coaches team, and one office team - function in harmony to deliver quality educational experiences for students. A Leadership Team, comprised of administrators and a representative from each team, meets semi-weekly for professional development and updates. The PBIS Team meets monthly to evaluate effectiveness through data review and make adjustments, if needed. The RTI committee is a problem-solving entity that provides interventions and support for struggling students. A social committee works to promote camaraderie among the staff by planning fun activities beyond the school day.

## School Context and Organization Strengths

Malvern teams are synergistic, valuing each other's strengths and learning from one another. Grade level teams deliver quality instruction and engagement opportunities to the students they serve.

Malvern Elementary is a school that promotes student leadership using "The Leader in Me" model.

# Technology

## Technology Summary

Malvern is a Google Apps for Education school. Through MISD's vision and focus on technology the campus has a technology-rich environment. Each teacher at Malvern has a lap top, each classroom has a Smart Board, and Grades K-1 have 5 to 6 Ipads and 4 computer work stations per classroom. Grades 2 - 5 have laptop carts in their classrooms. The Learning Commons has 40 computer work stations and a class set of Ipads.

Technology is incorporated into instruction and students have technology tools available to them within their classroom. Teachers have access to cutting edge technology for use as teacher tools and for promoting student involvement. An iTeam has been established on the campus comprised of staff members who have received extensive training on strategies and techniques for integrating the various technology tools into instruction.

## Technology Strengths

Malvern is a technology-rich environment. Teachers are eager to incorporate technology into daily instruction. Technology integration is progressing, as students are beginning to use technology to produce (demonstrate understanding of) knowledge as well as consume knowledge. Our Media Resource Specialist is Google Certified and supports students and staff with Google Apps for Education.

# Comprehensive Needs Assessment Data Documentation

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


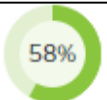




# Goals

**Goal 1: Safe and Collaborative Culture: Malvern Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.**

**Performance Objective 1:** The Malvern Student Health Advisory Committee (SHAC) will implement a coordinated health plan to promote health, wellness, and safety for staff and students.

**Evaluation Data Source(s) 1:** The SHAC Committee will establish goals that will be reviewed in quarterly meetings.

**Summative Evaluation 1:**


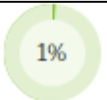




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Malvern Student Health Advisory Committee will hold quarterly meetings to address the 8 components of Coordinated Health: 1) Physical Education 2) Health Education 3) Health Services 4) Counseling (including, drug & violence prevention) 5) Safety/Environmental Education 6) Nutrition Education 7) Staff Wellness 8) Community and Parental Involvement and Education.	Teachers, Counselors, Administrators, SHAC Members	Documentation of progress will be provided in quarterly SHAC meetings.				
2) A sub-committee of the Health Advisory Committee will focus on the "Staff Wellness" component to promote well-being, sense of belonging, and overall work satisfaction for members of the Malvern staff.	Teachers, Counselors, Administrators, SHAC Members	Documentation of events will be provided in quarterly SHAC meetings. Surveys will reflect positive staff morale.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1: Safe and Collaborative Culture:** Malvern Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 2:** A two-way communication plan will be utilized to keep all stakeholders well-informed of the school's happenings and to gather input from all stakeholders.

**Evaluation Data Source(s) 2:** Documentation of correspondence will give evidence. Feedback will be solicited and reviewed.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and administrators will communicate regularly with Malvern families through multi-media resources including weekly School Messenger calls and emails, electronic newsletters, websites, Twitter, campus Facebook page, campus flyers, personal phone calls and conferencing.	Teachers, Administrators	Grade level and campus newsletters, Twitter and Facebook pages, Conference sign-in sheets, and Parentlink logs will provide records of communication.				
2) Feedback will be solicited. Data will be collected, shared, reviewed, and discussed through various communication modalities.	Teachers, Administrators	Survey reports will provide a record of input.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1: Safe and Collaborative Culture:** Malvern Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 3:** All Malvern Staff and Students will demonstrate mastery of "The Seven Habits of Happy Kids" as outlined in Covey's "The Leader in Me."

**Evaluation Data Source(s) 3:** Malvern Elementary will achieve Lighthouse School status with "The Leader in Me."

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All new staff will participate in "Seven Habits Signature Training."	Administrators, Campus Certified TLIM Trainers	Certificates of completion of the program.				
2) Staff and students will participate in personal mission statement development. Classes will develop Class Mission Statements. Student mission statements will be used in developing leadership traits for each student. Mission Statements will serve as a focal point in dealing with discipline problems in an effort to develop leadership in every child.	All Malvern Staff	Mission Statements will be displayed in classrooms and/or in student Leadership Binders.				
3) All students will maintain a Leadership Binder. Students will set goals, monitor attendance, and track personal/class/campus academic data, participate in reflection, and record successes in Leadership Binders.	All Malvern Staff	Student Leadership Binders will serve as evidence. An increase in student achievement will demonstrate effectiveness of student self-assessment.				
4) A Malvern Student Lighthouse Team will be formed annually to set goals for student leadership and discuss ways to improve the student culture of the campus.	Administrators, Lighthouse Team Members	Documents for the process will be maintained. Action plans will be developed.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 1: Safe and Collaborative Culture:** Malvern Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 4:** Positive Behavior Interventions and Supports (PBIS) will be implemented at Malvern in order to increase student academic performance, decrease problem behavior (including behaviors that warrant office referrals and/or ISS, OSS, DAEP placement), increase school safety, and establish a positive school climate.

**Evaluation Data Source(s) 4:** The goals outlined in the Malvern PBIS Handbook will be achieved.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Malvern PBIS Team will meet monthly to evaluate data, discuss progress, and revise PBIS plan and handbook, as needed.	Administrators, PBIS Team Members	The Malvern PBIS Handbook will be published and distributed.				
2) Behavior guidelines for all areas of the building, including the classroom, will be explicitly taught to students using the behavior matrix.	Administrators, PBIS Team Members, Classroom Teachers	Lesson plans will include explicit instruction of the behavior matrix.				
3) Students who demonstrate Malvern PRIDE (as outlined in PBIS Handbook) will be recognized.	All Malvern Staff	PRIDE Tickets will be given for daily drawings. Certificates will be awarded at Friday Live Assemblies.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						









**Goal 1: Safe and Collaborative Culture:** Malvern Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 5:** Malvern students will meet or exceed a 97% attendance rate for the 2017-2018 school year. Attendance records will show a decrease in the number of times students arrive to school late and/or leave early.

**Evaluation Data Source(s) 5:** Attendance reports will reflect an increase to an attendance rate of 97 percent.

**Summative Evaluation 5:**

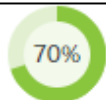




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will track their own attendance and on-time arrival daily in their Leadership Notebooks.	Teachers	Increase in attendance.				
2) Attendance boards will communicate school-wide attendance to students, staff, and visitors.	Administration, Registrar	Increase in attendance.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 2: Effective Teaching in Every Classroom: Malvern Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction.**

**Performance Objective 1:** Malvern grade-level teams and collaborative groups (both district and campus based) will meet regularly using the Professional Learning Community (PLC) format to address curriculum, instruction, assessment, and student achievement.

**Evaluation Data Source(s) 1:** Leading and Lagging Indicators of High Reliability Schools will be evident. By the end of the 2018-2019 school year, all Kindergarten - 2nd grade students at Malvern will have made a year's growth or more as measured by iStation and DRA, and all 3rd-5th grade students will meet or exceed individualized projected growth on Reading MAP.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilizing Solution Tree's PLC model, grade-level teams will meet weekly to address one or more of the four following components: Curriculum, Instruction, Assessment, Student Achievement.	Instructional/Academic Coaches, Administrators, Classroom Teachers	Weekly agendas will document the work of the PLC. Focused work will have a positive impact on student achievement.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 2:** Effective Teaching in Every Classroom: Malvern Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction.

**Performance Objective 2:** Implementation of an RTI model that focuses on effective Tier 1 instruction in every classroom and provides intervention to allow students to develop skills along a continuum of learning and ultimately results in mastery of grade-level standards.

**Evaluation Data Source(s) 2:** Formal and informal assessment will give evidence of student growth and proficiency. RTI paperwork will document specific interventions.

By the end of the 2018-2019 school year, all Kindergarten - 2nd grade students at Malvern will have made a year's growth or more as measured by iStation and DRA, and all 3rd-5th grade students will meet or exceed individualized projected growth on Reading MAP.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of an RTI model that focuses on effective Tier 1 instruction in every classroom for all students and provides extension opportunities for students who demonstrate mastery at the onset of instruction.	Administrators, Instructional Coaches, Classroom Teachers	Students demonstrate academic growth.				
2) Implementation of an RTI model that focuses on effective Tier 1 instruction in every classroom for all students. Effective implementation of the MISD Model of Instruction supports solid Tier 1 instruction.	Administrators, Instructional Coaches, Classroom Teachers	Students demonstrate academic growth.				
3) 3) Implementation of an RTI model that provides Tier 2 additional opportunities for learning (re-teach) when assessment does not show mastery after initial introduction of a standard.	RTI Coordinator, Administrators, Instructional Coaches, Classroom Teachers	Students demonstrate academic growth.				
4) Implementation of an RTI model that identifies students who are performing below grade-level and provides specific, targeted Tier 3 interventions to develop skills along the continuum of learning and ultimately allow for proficiency in grade-level standards.	RTI Coordinator, RTI Team, Administrators, Instructional Coaches, Classroom Teachers	Students demonstrate academic growth.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 2:** Effective Teaching in Every Classroom: Malvern Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction.

**Performance Objective 3:** MISD Model of Instruction will be utilized in all content areas.

**Evaluation Data Source(s) 3:** Lesson plans, submitted weekly, will reflect implementation of the Model of Instruction.

**Summative Evaluation 3:**

**Goal 2:** Effective Teaching in Every Classroom: Malvern Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction.

**Performance Objective 4:** McKinney ISD Model of Instruction will be fully implemented.

**Evaluation Data Source(s) 4:** Lesson plans document Model of Instruction.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will plan for rigorous grade level instruction in reading that incorporates sheltered instruction practices that align with grade level standards and individual student needs.	Administrators, Instructional Coaches, LPAC, Classroom Teachers	By the end of the 2018-2019 school year, all ELL students will demonstrate at least one area of advancement in each assessed area of TELPAS				
2) Professional development aligns with Model of Instruction to provide teachers opportunities to improve pedagogical skills through goal-setting, coaching, reflection, observation, and other job-embedded professional development.	Administrators, Instructional Coaches, Mentors, Team Leaders, Classroom Teachers	Observations and feedback reflect growth. T-TESS Appraisals reflect growth.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**