

McKinney Independent School District

Malvern Elementary

2021-2022 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

During the 2020-2021 school year, Malvern served 432 students with the following approximate ethnic makeup: Hispanic 57%, White 13%, Black/African American 24%, and 6% of other ethnicities. Seventy-four percent of students are economically disadvantaged. Seventeen percent of Malvern students receive special education services, including students served in the FAC centralized program. Just under 2% of students are identified as gifted and talented. Students identified as having Limited English Proficiency make up 38% of total student population.

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 mobility rate exceeds 20%.

Student Achievement

Student Achievement Summary

For the 2020-2021 school year, Malvern STAAR scores are as follows: Of total tests taken, 58% of Malvern students scored “Approaches” grade level standard or above, with 64% achieving “Approaches” grade level standard or above in Reading, 62% achieving “Approaches” grade level standard or above in Math, 34% achieving “Approaches” grade level standard or above, and 50% achieving “Approaches” grade level standard of above.

Student Achievement Strengths

In a season that brought declines in scores for many districts and campuses, Malvern STAAR scores reflect a percentage increase from 2019 scores in 4th Grade Reading, 4th Grade Math, 5th Grade Reading, 5th Grade Math, and 5th Grade Science. Growth percentage rates were higher than state and local growth percentage rates in 6 or the 7 areas reported.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Malvern STAAR scores reflect a large number of students performing below the "Meets" grade-level standard in math and language arts. **Root Cause:** Many students have experienced disruptions in learning due to illness, quarantine, struggles with online learning and other social/emotional factors during the global pandemic.

School Culture and Climate

School Culture and Climate Summary

Malvern Red Hawks are dedicated to Leadership for all stakeholders. The House system, adopted in 2020, aims to build relationships and foster a sense of pride. The model is designed to promote relationships, belonging, accountability, vertical collaboration, friendly competition, and leadership. All students and staff are members of one of five Leadership Houses: House of Strength, House of Loyalty, House of Impact, House of Courage, or House of Excellence.

PBIS was implemented in 2016-2017 and has had positive results. The Malvern PBIS revised expectations in 2020 to reflect the new mascot, adopting the SOAR acronym to define expectations. SOAR (Self-Control, On-Task, Achievement, Respect) expectations align with the The Leader in Me - Seven Habits of Happy Kids. Houses receive recognition when students practice elements of SOAR.

Malvern Elementary maintains Level 1 (Safe and Collaborative Culture) and Level 2 (Effective Teaching in Every Classroom) Certifications as a High-Reliability School.

School Culture and Climate Strengths

Every student at Malvern Elementary participates in leadership development. They learn to use "Seven Habits of Happy Kids" (Covey) to their daily lives and apply the habits as they SOAR. 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. All students maintain a Leadership Notebook, where attendance, goal-setting, successes, and celebrations are recorded.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: New students must receive specific instruction on SOAR expectations and 7 Habits of Happy Kids. **Root Cause:** A mobility rate greater than 20% creates the need for frequent, on-boarding of school expectations and opportunities.

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 collaboratively study curriculum, instruction, assessment, and student achievement.

Instructional Coaches have a positive impact on student achievement. Bilingual Para-professional staff support English Language Learners and postiviely impact bilingual literacy and student achievement. Support staff bring strengths to maintain a safe and orderly environment.

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.

Staff retention was high in 2021, allowing for seamless transitions into the new school year in most areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff demographics do not reflect student demographics.

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 and other Malvern staff to support class and community activities. Ongoing collaboration with community partners results in family involvement opportunities. Malvern is creating a "Red Hawk Heroes" club in 2021 to engage fathers and father-figures in the educational process.

Parent and Community Engagement Strengths

Multiple schoolwide events involve families from Malvern and beyond, and engage the cooperation of the community. Local businesses, parents, 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, campus. The campus houses a one-way, dual-language program and self-contained Functional Academics Classrooms. Teamwork is essential at Malvern! Nine teams - one team per grade level, one special education team, one specials team, one Office/A-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 quarterly to evaluate effectiveness through data review and make adjustments, if needed. The MTSS 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

Every student at Malvern has a device to access digital learning.

Canvas, SeeSaw, Zoom are utilized to involve parents.

Every classroom is equipped wiith a Ben Q Board and a document camera to support instruction.

Technology Strengths

Malvern is a technology-rich environment. Teachers incorporate technology daily. All students access instruction through personal devices.





Priority Problem Statements

Goals

Goal 1: Malvern Elementary will be a safe and collaborative environment for staff, students, and families.

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 Sources: The SHAC Committee will establish goals that will be reviewed in quarterly meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Malvern Student Health Advisory Committee will hold quarterly meetings to address the 8 components of Coordinated Health:</p> <ol style="list-style-type: none"> 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. <p>Strategy's Expected Result/Impact: Documentation of progress will be provided in quarterly SHAC meetings.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, SHAC Members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Documentation of events will be provided in quarterly SHAC meetings. Surveys will reflect positive staff morale.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators, SHAC Members</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>				

Goal 1: Malvern Elementary will be a safe and collaborative environment for staff, students, and families.

Performance Objective 2: Communication avenues will be utilized to keep all stakeholders well-informed of the school's happenings and to gather input from all stakeholders.





Evaluation Data Sources: Documentation of correspondence will give evidence. Feedback will be solicited and reviewed.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Grade level and campus newsletters, Twitter and Facebook pages, Conference sign-in sheets, and School Messenger logs will provide records of communication.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Feedback will be solicited. Data will be collected, shared, reviewed, and discussed through various communication modalities.</p> <p>Strategy's Expected Result/Impact: Survey reports will provide a record of input.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Malvern Elementary will be a safe and collaborative environment for staff, students, and families.

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 Sources: Malvern Elementary will achieve Lighthouse School status with "The Leader in Me."

Strategy 1 Details	Reviews			
<p>Strategy 1: All new staff will participate in "Seven Habits Signature Training" Cores 1, 2, and 3 provided on the Leader in Me website.</p> <p>Strategy's Expected Result/Impact: Certificates of completion of the program.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Certified TLIM Trainers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Mission Statements will be displayed in classrooms and/or in student Leadership Binders.</p> <p>Staff Responsible for Monitoring: All Malvern Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Student Leadership Binders will serve as evidence. An increase in student achievement will demonstrate effectiveness of student self-assessment.</p> <p>Staff Responsible for Monitoring: All Malvern Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Documents for the process will be maintained. Action plans will be developed.</p> <p>Staff Responsible for Monitoring: Administrators, Lighthouse Team Members</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Malvern Elementary will be a safe and collaborative environment for staff, students, and families.

Performance Objective 4: Positive Behavior Interventions and Supports (PBIS) will be utilized 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 Sources: The goals outlined in the Malvern PBIS Handbook will be achieved.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Malvern PBIS Team will meet quarterly to evaluate data, discuss progress, and revise PBIS plan and handbook, as needed.</p> <p>Strategy's Expected Result/Impact: The Malvern PBIS Handbook will be published and distributed.</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Team Members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior guidelines for all areas of the building, including the classroom, will be explicitly taught to students using the behavior matrix.</p> <p>Strategy's Expected Result/Impact: Lesson plans will include explicit instruction of the behavior matrix.</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Team Members, Classroom Teachers</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 1: Malvern Elementary will be a safe and collaborative environment for staff, students, and families.





Performance Objective 5: Malvern students will meet or exceed a 95% attendance rate for the 2021-2022 school year. Attendance records will show a decrease in the number of times students arrive to school late and/or leave early.

Evaluation Data Sources: Attendance reports will reflect an increase to an attendance rate of 97 percent.

Strategy 1 Details	Reviews			
Strategy 1: Students will track their own attendance and on-time arrival daily in their Leadership Notebooks. Strategy's Expected Result/Impact: Increase in attendance. Staff Responsible for Monitoring: Teachers	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: Malvern Elementary will be a safe and collaborative environment for staff, students, and families.





Performance Objective 6: Malvern will utilize a House System to promote relationships, belonging, accountability, vertical collaboration, friendly competition, and leadership.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create the Houses of Strength, Loyalty, Impact, Courage, and Excellence and identify membership in each house. Staff members of each house will define mission, colors, symbol, hand-signal, motto, and chant.</p> <p>Strategy's Expected Result/Impact: Build Community</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be assigned to a House (by homeroom). They will be awarded house points when they demonstrate the Habit of the Month. Competitions will be held throughout the year that benefit the whole campus but award individual houses for participation.</p> <p>Strategy's Expected Result/Impact: Build Community & Promote Responsibility</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Malvern Elementary will engage all students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Malvern will function as a Professional Learning Community. Collaborative teams will meet regularly to address curriculum, instruction, assessment, and student achievement.

Evaluation Data Sources: By the end of the 2021-2022 school year, all Kindergarten - 2nd grade students at Malvern will have made a year's growth or more as recorded in M-CLASS and all 3rd-5th grade students will meet or exceed individualized projected growth on Reading MAP. All students will be reading on grade-level (or students will master IEP goals when most appropriate).

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing Solution Tree's PLC model, collaborative teams will meet weekly to address one or more of the following components: Curriculum, Instruction, Assessment, Student Achievement.</p> <p>Strategy's Expected Result/Impact: Weekly agendas will document the work of the PLC. Focused work will have a positive impact on student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Malvern teachers will develop Instructional Planning Calendars that include daily demonstrations of learning (formative and summative assessments). Aggressive monitoring will be conducted on student progress of essential standards.</p> <p>Strategy's Expected Result/Impact: IPC documents will give evidence of alignment. The work will result in improved student progress.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration</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: Malvern Elementary will engage all students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Malvern will continue to implement a multi-tiered student support (MTSS) 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 Sources: Formal and informal assessment will give evidence of student growth and proficiency. MTSS paperwork will document specific interventions.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students demonstrate academic growth.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students demonstrate academic growth.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students demonstrate academic growth.</p> <p>Staff Responsible for Monitoring: RTI Coordinator, Administrators, Instructional Coaches, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students demonstrate academic growth.</p> <p>Staff Responsible for Monitoring: RTI Coordinator, RTI Team, Administrators, Instructional Coaches, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who meet eligibility requirements for special education will receive targeted instruction in Individual Education Plans.</p> <p>Strategy's Expected Result/Impact: Students will successfully meet IEP goals.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Special Education Teachers, Special Education Paraprofessional Staff, Administrators



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Malvern Elementary will engage all students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.





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

Evaluation Data Sources: Lesson plans, submitted weekly, will reflect implementation of the Model of Instruction.

Goal 2: Malvern Elementary will engage all students in rigorous and relevant experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: Malvern will support English Language Learners to ensure academic success.

Evaluation Data Sources: Student progress reports will reflect academic achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Qualifying Spanish bilingual students will participate in a one-way dual language program.</p> <p>Strategy's Expected Result/Impact: Students in bilingual classrooms will demonstrate high levels of academic achievement, bilingualism, bi-literacy (Spanish and English proficiency), and multiculturalism.</p> <p>Staff Responsible for Monitoring: Bilingual Teachers, Bilingual Paraprofessional Staff, Instructional Coaches, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: English Language Learners will receive instruction with targeted language support.</p> <p>Strategy's Expected Result/Impact: Students receiving ESL support will demonstrate high levels of academic achievement and multiculturalism.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Malvern Elementary will continue to promote the Live Kind initiative.

Performance Objective 1: Live Kind will be promoted in guidance lessons, on morning announcements, and in classroom community circle discussions.

Evaluation Data Sources: Logo will be represented on school crest, as it represents a daily objective.

Goal 3: Malvern Elementary will continue to promote the Live Kind initiative.

Performance Objective 2: Malvern students will participate in community service events.

Evaluation Data Sources: Community service

Goal 4: Malvern Elementary will promote equity and diversity as it applies to staff and students.

Performance Objective 1: Staff will study culturally relevant teaching strategies and ensure implementation of strategies in all classrooms and throughout the campus community.

Evaluation Data Sources: Culturally relevance will be evident in lesson plans and walk-through data.

Goal 4: Malvern Elementary will promote equity and diversity as it applies to staff and students.

Performance Objective 2: The campus diversity committee will meet monthly to design opportunities for the campus to celebrate the contributions of all stakeholders.

Evaluation Data Sources: Monthly agendas will give evidence of the work. The school community will exhibit appreciation of all cultures and a celebration of diversity.