



Martinsville Independent School District
District/Campus Improvement Plan
2019-2020

12/19/2019

Date of School Board Approval

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

Martinsville Independent School District exists to create responsible, effective adults through educating students in a safe environment.

Vision Statement

Martinsville ISD, in partnership with parents and the community, will empower each student to become a successful life-long learner who is responsible, productive, and engaged members of society. All Pirates will feel safe, valued, and proud.

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher)	Signature
David Simmons	Superintendent	
Will Cauthen	JH/HS Principal	
Shelia Cobb	EL Principal	
Marilyn Driskill	JH Teacher	
Vickie Rudd	EL Teacher	
Kellie Locke	Parent	
Jessica Scarborough	Community	
Jessica Dillard	EL Teacher	
Roni Waller	District Counselor	
Michelle Adams	HS Teacher	
Cindy Nichols	HS Teacher	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]: As a public school all students at MISD are taught by highly-effective 100% certified teachers.

Poverty Criteria [Sec. 1112(b)(4)]:

Martinsville ISD determines Title I eligibility and rank/serve order through number of children eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]: We currently do not have any students that are from foster homes, group homes, homeless shelters, or community day programs. Eligible students are identified through the enrollment process. Should any such students enter our school, we would convene RTI meeting early in the school year to provide the best possible environment for the child. The district counselor is the liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed at MISD.

Homeless Students [Sec. 1111(g)(1)(B)] - Ensuring that Title I Part A funds are reserved in adequate amounts, and used appropriately to meet the needs of homeless students, will be a key strategy to closing achievement gaps.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
 - **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning - Homework folders, signed report cards, meet the teacher
 - Address importance of communication -
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
 - **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 3.4

The process we use to identify students at-risk is:

[https://pol.tasb.org/Policy/Download/926?filename=EHBC\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/926?filename=EHBC(LEGAL).pdf) EHBC(LEGAL)-P

The process we use to exit students from the SCE program who no longer qualify is: Students may exit At-Risk program on an individual basis or when desired goal or outcome is satisfied by a committee of stakeholders.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
Title I, Part A	122,000
Title II, Part A	18,700
SRSA	27,000
Title IV-A	10,000
Carl Perkins	6,000
State	
Program/Funding Source	Amount of Funding
State Compensatory Education	190,000
Bilingual/ESL	8,000
Early Childhood Allotment	45,000
Local	
Program/Funding Source	Amount of Funding

Comprehensive Needs Assessment Attendees

Date(s):

Name	Position (Parent, Business, Community, Teacher)	Signature
David Simmons	Superintendent	
Will Cauthen	JH/HS Principal	
Shelia Cobb	EL Principal	
Marliyn Driskill	JH Teacher	
Vickie Rudd	EL Teacher	
Kellie Locke	Parent	
Jessica Scarborough	Community	
Michelle Adams	HS Teacher	
Roni Waller	District Counselor	
Cindy Nichols	HS Teacher	
Jessica Dillard	EL Teacher	

Comprehensive Needs Assessment Summary – 2019-2020

Data Sources Reviewed:

- STAAR
- TPRI
- PEIMS SNAPSHOT

- 2018-2019 TAPR
- PEIMS

- DRA
- iStation
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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?																																										
Student Achievement	<p style="text-align: center;">All Students Approaches Grade Level: 80% (3-12 STAAR 2019)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Black</td><td style="text-align: center;">80%</td></tr> <tr><td>Hispanic</td><td style="text-align: center;">71%</td></tr> <tr><td>Two or More</td><td style="text-align: center;">96%</td></tr> <tr><td>White</td><td style="text-align: center;">82%</td></tr> <tr><td>ECD</td><td style="text-align: center;">79%</td></tr> <tr><td>ELL</td><td style="text-align: center;">59%</td></tr> <tr><td>SPED</td><td style="text-align: center;">41%</td></tr> </table>	Black	80%	Hispanic	71%	Two or More	96%	White	82%	ECD	79%	ELL	59%	SPED	41%	<p style="text-align: center;">All Students Meets Grade Level: 45% (3-12 STAAR 2019)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Black</td><td style="text-align: center;">28%</td></tr> <tr><td>ECD</td><td style="text-align: center;">37%</td></tr> <tr><td>ELL</td><td style="text-align: center;">20%</td></tr> <tr><td>Hispanic</td><td style="text-align: center;">30%</td></tr> <tr><td>SPED</td><td style="text-align: center;">13%</td></tr> <tr><td>Two or More</td><td style="text-align: center;">52%</td></tr> <tr><td>White</td><td style="text-align: center;">50%</td></tr> </table> <p style="text-align: center;">Masters Grade Level: 19% (3-12 STAAR 2019)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Black</td><td style="text-align: center;">10%</td></tr> <tr><td>ECD</td><td style="text-align: center;">11%</td></tr> <tr><td>ELL</td><td style="text-align: center;">6%</td></tr> <tr><td>Hispanic</td><td style="text-align: center;">11%</td></tr> <tr><td>SPED</td><td style="text-align: center;">3%</td></tr> <tr><td>Two or More</td><td style="text-align: center;">28%</td></tr> <tr><td>White</td><td style="text-align: center;">21%</td></tr> </table>	Black	28%	ECD	37%	ELL	20%	Hispanic	30%	SPED	13%	Two or More	52%	White	50%	Black	10%	ECD	11%	ELL	6%	Hispanic	11%	SPED	3%	Two or More	28%	White	21%	<p>MISD will continue to provide aligned current and relevant instruction through the align TEKS accessed with TRS and provide effective tutorial and remediation to ALL students who need and required them. Assessments will continue to be uploaded in DMAC to be disaggregated to better isolate students' weaknesses and to help accelerate instruction as well.</p> <p style="text-align: center;">Title 1, 2 and Local Funds</p>
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<p>School Culture and Climate</p>	<p>Communication Hospitality Committee Good Citizen Award Student of the Month Positive Reward System for Students Discipline is fair and consistent and administered appropriately Safe Environment: closed campus, security cameras, digital monitoring on buses, appropriate emergency drills/plan of action, staff monitoring at designated areas morning and afternoon Mentor Teachers for New Teachers to the District Two principals district-wide 14:1 Student/Teacher Ratio</p>	<p>Adding an additional (1) math and science teacher to help with both RTI and teaching load. Teachers who coach a University Interscholastic League (UIL) event do not receive a stipend or extra pay.</p> <p>Adding a paraprofessional or teacher to provide Math RTI for students in need.</p>	<p>MISD will continue to update security measures at entry doors and surveillance systems. Title 1, Title 4</p>
<p>Staff Quality / Professional Development</p>	<p>MISD staff have access to year-long professional development opportunities from Region 7 Service Center in Kilgore to receive current training on latest instructional results-based instruction, RTI, ESL, mental health and technology training.</p>	<p>MISD staff needs to continue receiving professional development through the local service and other professional development presenters through the area of mental health, rigor and relevance, and ESL strategies.</p>	<p>MISD will continue its e-agreements with the local service center and other providers to provide professional development on rigor and relevance, DMAC, core subjects, RTI, ESL, and mental health and wellness. Title 2, 4, Local</p>
<p>Curriculum, Instruction, Assessment</p>	<p>MISD staff access the TEKS Resource System and use DMAC TEKSCORE to disaggregate six-week assessment data.</p>	<p>MISD staff needs to continue receiving professional development through the local service center on DMAC TEKSCORE, TEKS Resource System, and ESL strategies.</p>	<p>MISD staff will continue to administer six - weeks tests and upload data into DMAC and also receive training on DMAC, TEKSCORE and STAAR Title 1, 2 Each six weeks MISD staff will monitor ESL student progress to ensure they are making positive gains in their academics.</p>

<p>Family and Community Involvement</p>	<p>Open House Meet the Teacher Blackboard Connect Social Media Campaign (Facebook) Fall Festival Christmas Music Program Weekly Behavior Folder for Lower Elementary Card Behavior System for 5th/6th Grade Veteran's Day Program Breakfast with Parents/Grandparents Daddy/Daughter Dance Senior Athletic Night Athletic Banquet FFA Banquet Thanksgiving Lunch in Cafeteria Athletic Booster Club Senior Academic Award/Scholarship Night PTO Luncheon for staff PTO Santa Workshop Field Day</p>	<p>Provide more volunteer opportunities for parents through the Parent Teacher Organization (PTO)</p>	<p>MISD will continue to update Martinsville ISD Event Calendar, website, social media, marquee and provide information in student-take home folders regarding parent-involvement events.</p>
<p>School Context and Organization</p>	<p>Regularly scheduled faculty meetings Support programs for students: National Honors Society, Drama Club, Christians in Action, Future Farmers of America, Athletics, Family Career Community Leaders, Student Council DMAC, Accelerated Reader ESL Certified Teachers Scheduled Computer Lab Times Mobile Computer Lab</p>	<p>Increase Response to Intervention (RTI) awareness through staff development. Offer more RTI classes for students. Increase RTI awareness to parents and community</p>	<p>MISD will provide students with an intervention time within the instructional school day and will implement an RTI time for students in need.</p>

<p>Technology</p>	<p>Classrooms have Smart Boards, Elmo, Projector Mobile Computer Labs: lower elementary through high school Elementary Computer Lab Interactive Touchscreen Boards in Library and ESL Software Programs: Study Island, EduSmart Science, Reading Eggs, Istation, Think Through Math, Brain Pop, AR, DMAC, TxEIS, Provide teaches with new laptops; CTE teachers have new teacher computers; 30 new TI-84 calculators</p>	<p>MISD will continue to implement student computers in classrooms, resolving help-desk tickets, and working with vendors (Xerox copiers; Simplex security; East Texas Alarm)</p> <p>MISD will strive to provide students with a one-to-one student computer ratio</p> <p>MISD will continue to implement Interactive Touchscreens</p> <p>MISD will acquire TI-84 Calculators for testing purposes</p> <p>MISD will provide a classroom set of pc's for dual credit</p>	<p>MISD will continue to build and implement student technology by providing students with laptops, Chromebooks, iPads, current computer programs, current software, and interactive TV's for them to utilize during instruction.</p>
<p>Additional Information</p>			

Goal 1: By May 2020, 90% of all students will attain a minimum of one year’s growth in all subjects taught.
Objective 1: By May, 2020, 87% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.
Summative Evaluation: 87% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide tutorial times for all students who are at risk of failure in core subject areas	2	Core subject teachers Principal	Every 3 weeks	SCE	Tutorial attendance records	Improved six weeks grade; Reduced failure rate
Provide flexible, focused small group instruction in reading and math utilizing TEKS Resource System, Lead4Ward Instructional Playlist	2	Core subject teachers Principal	Every 3 weeks	Local	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment
All students will have access to highly engaging lessons that are aligned to the rigor of the TEKS every day.	2	Teachers, Principals	Weekly	Local	Lesson Plans, walk-through data, DRA2	Improved performance in state accountability data
All students will be exposed to post-secondary careers through literature, guidance lessons, curriculum	2	Teachers, Counselor, Principal	Monthly	Perkins	Lesson Plans, Guidance Lessons, Career Cruising Reports	Students will choose high school pathway with clear understanding at end of 8th grade
Encourage enrollment of eligible students into the Pre-K program with Pre-K Round-Up.	2	Principals	April 2020	Local	PEIMS Enrollment, Rosters	15 or more enrolled pre-k students

Goal 2: In Martinsville ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide a yearly stipend of \$400 to mentor teachers who monitor new to education teachers in their first two years.	1	Principal, Human Resources Dept.	May 2020	Title	Bank records	100% core academic classes taught by certified teachers; 100% paraprofessionals meet ESSA requirements
Provide access to staff development as provided Region 7 Service Center Professional Development E-Agreement.	1	Principal, Human Resources Dept.	June 30, 2020	Title, Local	Certificates, Sign-In Sheets	Reduce turnover rate Teacher's remain updated on best practices.
Provide prospective employees with MISD's mission at job fairs and promote district via website and social media	1	Principals	Monthly	Local	Facebook Analysis	MISD will receive multiple interest in job openings as they become vacant.
Provide teachers with 14:1 student ratio	1	Principal	August 2019	SCE	Class Rosters	Teachers will have small class sizes to better impact results-based instruction

Goal 3: All students in Martinsville ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May, 2020 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 100% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	1, 4	Principal, Counselor, School Resource Officer	First grading period Monitor: end of each grading period	SRSA	Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals
Random drug testing will be utilized for the 1st year to screen all MS & HS students participating in extracurricular activities.	1, 4	Athletic Director, Principal	Monthly	SRSA	Local Policy	Reduction in students using drugs, having drugs in system, or having drugs on campus
District will implement access points accessed only by district-issued proxy cards at entry points across the district.	1, 4	Superintendent Technology Director, Principals	January 2020	Local	PEIMS	Improved connectivity
District will implement additional cameras in auxiliary gym, etc. District is currently at 96% implementation.	1, 4	Superintendent, Technology Director, Principals	January 2020	Local	PEIMS	Improved safe school climate and surveillance
District will perform month safety drills including: severe weather, evacuation, reverse evacuation, lockdown, active shooter.	1,4	Superintendent, Principals	Monthly	Local	Drill log, Campus Calendar	Students and Staff will be trained and prepared to keep students and campus safe
District classrooms will have sign-out roster sheets	1,4	Teachers, Principals	Monthly	Local	Sign-Out Log, PEIMS	Students will be more accountable when leaving class and district will have documentation of when student left classroom
District will install vape detectors in high needs area	1,4	Superintendent, Principals, Technology, School Resource Officer	Annually	Local	District will be able to track and monitor when students are vaping in high needs area	Reduction in students vaping on campus

Goal 4: All students in Martinsville ISD will graduate from high school

Objective 1: By May 2020, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Principal, Designated teachers	End of each semester	SCE	Attendance records for program	Successful completion of coursework to recover credits
Students in CTE courses will be prepared for industry certifications or post-secondary vocational courses.	2	CTE Teachers, Principals	Annually	Perkins	Lesson Plans, walk-through data	Certifications in each respective field of study.
All students will be exposed to post-secondary careers through literature, guidance lessons, curriculum	2	Teachers, Counselor, Principal	Monthly	Perkins, Local	Lesson Plans, Guidance Lessons, Career Cruising Reports	Students will choose high school pathway with clear understanding at end of 8th grade
Provide TSI testing opportunities to eligible students choosing to enroll in dual-credit college courses.	2	Counselor, Principal	Monthly	Local	TSI Reports; Dual-Credit Class Roster	Successful TSI score to enroll in dual-credit course(s)
Provide MISD students the opportunity to attend Camp College at Stephen F. Austin State University	2	Counselor, Principal	Annually	Local	Sign-In Sheets	Students who may have not considered college have opportunity to visit with advisors and professors.
MISD will expand CTE courses from 8-12 grades to 7-12 grades	2	Principal Counselor	Annually	State, Local	Student Schedules, Teacher Schedules	Students earning CTE credit

Goal 5: Parents and Community will be partners in the education of students in Martinsville ISD.

Objective 1: By May 2020, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports	Local	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Provide and advertise a "Parent Center" where educational and parenting information can be accessed.	2, 4	Counselor, Principal	Monitor usage each 6 weeks	Title I, State and local funds, Web-based resources, Community agencies	Website; Advertisements	Documentation of usage
Provide Title 1 Meetings and provide online resources	2,4	Principals	August 2019	Title	Website; Facebook; Sign-in Sheet; Agenda	Parents receive necessary Title 1 information
Provide electronic calendar of district activities to all parents. Elementary age students parents provided weekly newsletter (Fall Festival 10/2	2,4	Principals Teachers	Weekly	Local	Take-Home Folders; Facebook Statistics	Documentation of parents at school-related events
Provide parents with instant-messaging capability with district Facebook	2, 4	Principals	Daily	Local	Facebook Messenger Archive	Parents are able to communicate via Facebook 24/7
Provide parents with Remind Ap and Black Board Connect	2,4	Principals	Annually	Local	Remind Ap Implemented, Black Board Connect Archive	District is able to provide information to parents through easily accessed technology

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 1: MISD will implement current technology for all students.

Objective 2: MISD will provide teaching staff with current laptops which will be utilized for MISD student instruction.

Summative Evaluation: Students will utilize laptops to complete assignments and teaching staff will use laptops to maximize student learning.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide students with laptops for a one-to-one ratio for the 2 nd -12 th grades.	2	Technology Director, Principals	Annually	Title I, Local Fund, State, SCE	Students will have laptops to complete work when needed	Increased availability for student computers
Provide students with iPads for prek-1 st grade.	2	Technology Director, Principals	Annually	Title I, Local Fund, State, SCE	Students will have iPads to complete work when needed	Increased availability for iPads
Provide teachers with current laptops to increase student learning.	2	Technology Director, Principals	Annually	Title I, Local Fund, State, SCE	Teachers will utilize laptops for education purposes	Computer needs are met for teachers
Provide teachers training on how to manage, organize, and implement a one-to-one student ratio with each student having their own laptop.	2	Technology Director, Principals	Annually	Title I, Local Fund, State, SCE	Teachers will be able to navigate how to provide a one-to-one student computer ratio	Teachers are able to have a successful one-to-one student/computer ratio classroom
Provide current pc's for dual credit and advanced credit classes.	2,3	Technology Director, Principals	Annually	Title I, Local Fund, State, SCE	Students will have easily accessible pc's for educational needs	Dual credit students will be able to complete work efficiently and effectively on laptop
Provide current pc's for testing purposes.	2,3	Technology Director, Principals	Annually	Title I, Local Fund, State, SCE	Students will have pc's for testing when needed	Computers will be readily available for testing