

Spring Independent School District
Marshall Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Our mission is to provide meaningful, engaging, and challenging educational experiences in an environmentally friendly school setting.

Vision

Marshall Elementary will be a district school of choice known for high quality academics and innovative and specialized programs that meet the needs of all students in a positive learning environment.

Marlins Core Values

M- Make a difference in our community now, tomorrow, and forever more.

A- Achieve our Academic Goals

R- Respect others and take Responsibility by accepting logical consequences for our actions and treat others with kindness and courtesy

L-Life-long Learners eager to learn, we pursue academic excellence in all that we do

I-innovative an Inclusive- Innovative in our thinking and inclusive in our community

N- Never Give Up

S-Self- Disciplined and determined to graduate from college

MARSHALL PLEDGE

I will make a difference and make the most of every day.

I believe in myself and others, so listen as I say:

Dream, inspire and succeed that's the Marshall Way!

MOTTO

Dream, Inspire, and Succeed. That's the Marshall Way.....

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Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

Demographics

Demographics Summary

School History

Gloria Marshall Elementary School is a 7 year old Pre-K -5th school located in Spring ISD. The school is located in the Cypress Wood Community of Spring, Texas. Gloria Marshall was constructed in 2010 and designed as one of the leading green educational facilities in the state of Texas. The school features numerous sustainable building elements that promote both conservation and energy efficiency. A Commercial Case Study of Gloria Marshall Elementary School Spring, TX secured the school with a LEED® (Leadership in Energy and Environmental Design) Gold certification from the U.S. Green Building Council (USGBC). The school has also earned an ENERGY STAR rating from the U.S. Environmental Protection Agency (EPA), and was bestowed a Houston AIA Honor Award in 2011. An on-site wind turbine and 10 kilowatts of roof mounted photo cells provide Gloria Marshall Elementary School with independent renewable energy sourcing capabilities, while passive solar features and a reflective white roof contribute to heat management. Also, day-lighting and a smart controls sensor system enable the school to harvest 75 percent natural light for illumination needs. An above-ground cistern collects rainwater in a way that can be observed by students, and supplies it to an outdoor Eco-pond. A 20,000-gallon underground tank that is also fed by the roof drainage system supplies water for the school's bathrooms, and further water conservation is achieved via an irrigation free landscaping design. A science garden, river table, recycled-content materials and other sustainable construction materials additionally contribute to the school's notability as both a truly green structure and a hands-on learning environment for students. Gloria Marshall Elementary is a diverse school with a strong instructional staff representative of the families served.

Summary

Marshall Elementary, a Title 1 school, is one of 26 elementary campuses in Spring ISD. Although this improvement plan focuses on 2017-2018, the demographic data reflects information available in May 2017. Marshall serves predominantly low to middle income families and has an average enrollment of 750 students. Of this number 44% are Hispanic/Latino; 35% African American; 13% White; 3% Native American and 2% Asian. There are 8.5% of students who received special education services, 22% ELL , and two Structured Learning classes support scholars with high needs exceptionalities. Seven Highly Qualified Bilingual teachers and an ELL Coordinator support scholars with language needs. In 2016-17, Marshall had 72% of students receiving free and reduced lunch. The average mobility rate for 2016-17 was 16.3%. The campus is a neighborhood school, with new and growing construction of single family homes. The 2017-18 SY the ADA was 95 percent.

Demographics Strengths

- 95% of staff is ESL certified which supports the social and academic needs of diverse learners.
- Economically Disadvantaged students are represented in Gifted and Talented (GT) population
- African American students demonstrated significant growth in reading and math
- Economically Disadvantaged students are performing comparable to non-economically disadvantaged peers
- Tier 2 and Tier 3 students receive academic and behavioral support through strategic processes and supports of RTI

Problem Statements Identifying Demographics Needs

Problem Statement 1: ADA report indicates students in early childhood education programs have higher absentees than students in grades 2-5 decreasing the overall ADA below 97%. **Root Cause:** First response systems and processes, and incentives to increase ADA in early grades were not as effective as planned.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-18 school year, Marshall Elementary School met standards in all index areas.

- Domain 1 Student Achievement- Scaled Score 60%
- Domain 2 School Progress, Part A Student Achievement, Scaled Score 67%
- Domain 2 School Progress, Part B Scaled Score 59%
- Domain 3 Closing the Gaps Scaled Score 64%

Starr Performance for 2017-18

STAAR PERFORMANCE	Reading	Math	Writing	Science	Total Assessments	Percentages
Number of Assessments	312	312	105	85	814	
Approaches GL or Above	217	200	51	59	529	65%
Meets GL or Above	99	94	27	34	254	31%
Masters GL	43	28	3	8	82	10%
Domain 1: Student Achievement STAAR Component Score						Score 35

The above scores resulted in Marshall Elementary receiving a **2018 Texas Accountability Met Standard** ratingg.

While the standard was met school progress, growth is needed in the the state accountability component of relative performance for Economically Disadvantaged students. This will be the focus for the campus next year. to meet the exceed expectations in all Domains and Achieve overall A rating.

To address the gap in performance, the campus has analyzed scores for each individual student and by each standard. These students will be targeted for intervention and PLCs will be the intentional in addressing the gaps.

Marshall ICLE (International Center for Leadership in Education) IPA (Instructional Practices Assessment)

- Summary of findings indicated the 19 classes observed were generally in the emerging to levels based on the CIR (Collaborative Instructional Review) rubrics.
- Rigor and relevance were areas to focus to improve student outcomes.

Marshall will implement the ICLE recommendations along with the district initiatives for early literacy development, teacher coaching and support, special education, and gifted and talented.

STAAR results indicate students in 5th grade bilingual classes did not meet standards on state assessments. Specifically, Marshall has historically scored in the 80 percentile in 5th grade, but new teachers to the grade level are still developing content expertise. Bilingual students in grade 5 struggled in all content areas. Targeted teacher development, and student support will be a focus for the next school. Alignment with Spring ISD Workforce Development Initiatives, and the ICLE Team will be implemented with fidelity to ensure growth in 5th grade math, reading and science.

Student Academic Achievement Strengths

Marshall made growth in overall Index 1 in the area:

Reading

- Student achievement grew from 67% Approaching GL in 2016-17 SY to 69% Approaching GL in SY 2017-18 on all tests combined.

Writing

- Student Achievement grew from 46% approaching grade level in SY 2016-17 to 49% approaching grade level in SY 2017-18.
- The percentage of students who scored meets or masters increased from SY 2016-17-SY 2017-18

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Problem Statement 1: Writing is an area of focus that must be addressed in early literacy grades Pre K-2. A targeted curriculum, planning, support and monitoring will sustain consistent growth. **Root Cause:** Root Cause 1: Root Cause: Lack of consistent training and implementation of strong writing curriculum's contributed to minimal growth.

Problem Statement 2: Reading is also an area of focus that must be addressed with targeted curriculum, planning, support, and monitoring. **Root Cause:** Lack of training on how to plan rigorous, relevant, and high impact reading lessons.

School Processes & Programs

School Processes & Programs Summary

Summary

- Marshall's leadership team is committed to supporting teachers and students in their work to close the achievement gap. They believe in shared leadership, effective collaboration, targeted support, and high expectations will ensure academic success for all students.
- A schoolwide School Leadership Team shares in the collaborative decision making processes of campus planning, improvements, and celebrations. The leadership team includes Grade Chairs, Administrators, and Leadership Support Staff.
- Marshall Elementary employs 43 Teachers, 5 Professional Support Staff, and 8 Educational Aides. Faculty and staff members meet SBEC's requirements for highly qualified teacher status, including a certified Bilingual Teacher in every Bilingual classroom, a certified Special Education Teacher in each SPED class/position, and a certified Academic Generalist for RtI support. Marshall has 1 Bilingual teacher in each grade level PK-5.
- 95% of our faculty members are ESL certified.
- Marshall has a district funded ELL Coordinator. Additional Title III funds will support 1 FTE ESL para professional.
- Title I funds are allocated to hire an additional 3-5 Instructional Specialist Coach to provide instructional support for reading, writing and science.
- The district hires a Student Support Specialist full time teacher for every campus. This person supports staff members in their work to close the achievement gap and oversees campus Response to Intervention Plan, serves as a Tier 2/3 interventionist, conducts progress monitoring checks, and manages the RTI curriculum and Measures of Academic Progress (MAP testing).
- Spring ISD has funded a full time Literacy Coach and Math Coach for every campus. Using Title I funds, our campus has acquired an additional Instructional Specialist to provide more support for our 3-5 teachers.
- Weekly Grade level PLCs are held with an administrator and an Instructional Coach. These learning communities follow the DAAP model and focus on lesson planning, continuous improvement in staff performance, strategic data review with the emphasis on student learning (mastery) and progress, and practice-based professional learning.
- Student Decision Point Meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process.
- Special Education Programs implemented at Marshall include: 2 Resource/Inclusion Co-Teachers, 1 Speech Therapist, 2 Structured Learning Classrooms, 1 Blended PPCD.
- Students receive physical education daily, to support the development of a well rounded educational experience.

Students

Marshall provides a safe and supportive environment for students to learn and succeed. We nurture our students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing empathy for others, making responsible decisions, establishing positive relationships, and handling challenging situations positively. Our schools establish and maintain a positive school climate and communicate, teach, and model the positive behaviors we expect students to exhibit in the classroom and in all parts of the school throughout the day. Marshall is committed to social justice and restorative practices to prevent suspensions, and students K-2 are not suspended out of school.

- Our campus has established clear student and staff expectations for academics, behavior, instruction, and customer service. Each morning students recite our Marshall pledge as a reminder of the school's high expectations for students and adults.
- A college focused culture is established to promote college awareness and preparation. Classrooms are named from universities, weekly college community circles or "Harambee" are held to celebrate, reward, and promote restorative justice practices in our community. College campus tours are sponsored by the PTO for 5th grade scholars.
- MARLIN and CHAMPS core values are systematically linked to Class DOJO and students are awarded weekly paychecks based on a point systems. Student who meet Marshall's expectations for behavior can participate in PBIS events held quarterly.
- Parents receive daily feedback, communications, and invitations through approved social media platforms. Blackboard connect, a monthly newsletter, school brochure, PTO, weekly folders, website, and other social media is used to promote a strong climate in our school community.

School Processes & Programs Strengths

Strengths

- Through an active School Leadership Team, teachers participate in decisions regarding instruction, STAAR support, student management, and school culture.
- It is a campus expectation that continuous job embedded staff development is offered throughout the year including: Writer's Workshop, DAAP, Guided Reading, TLAC, New Teacher Monthly Mentor Meetings, Creating a Relevant School Culture, CHAMPS, and other district initiatives.
- Professional Learning Communities (PLC) are held weekly to review data and discuss students' achievement, lesson plans, and professional development support. A DDAP model is used schoolwide.
- Our district has funded a full time Literacy Coach and Math Coach that will differentiate support based of the need of the teacher.
- Leadership Team meets weekly to discuss student progress as well as teacher progress.

- Leadership Team schedules weekly grade level walk through with an identified focus.
- Coaches are trained in the cycle of continuous observation and feedback using the Get Better Faster model. Teachers receive coaching plans , and coached based on the most impactful action steps using the Six Step Model of feedback.
- Academic Generalists provides Tier III RtI support to help close the achievement gap and promote success.
- Teachers staff after school tutorials and Saturday school to provide maximum support for at risk students. To ensure that all students who need this support are able to stay, transportation will be provided.
- Faculty and staff work to maintain and grow a positive, trusting, collaborative culture at Marshall.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels . **Root Cause:** Need for data integrity, and timely analysis of school wide cultural practices and processes.

Problem Statement 2: Enhance student success, and problem solving skills through the implementation of and use of technology as a tool for instruction and accountability. **Root Cause:** Lack of technology for every student and staff member to utilize in implementing and monitoring school-wide systems and processes that drive academic engagement and achievement.

Perceptions

Perceptions Summary

In 2005 Marshall Elementary was established in the Cypresswood Community. An exceptional facility and staff worked to make Marshall the pride of the community. Since inception the staff and community have worked to define and focus Marshall's brand. Through a culture of team work, the school has sustained a great sense of pride, and respect from the staff and community.

The Marshall community believes that teachers need to have a passion for working with children and should be committed to self-development. The school supports and provides coaching so staff members grow professionally and deliver effective instruction. We believe that all children can learn at high levels, and college should be an option for every child. The positive, behavior incentive approach, intentional acts of joy, and celebration of achievements at Marshall support a culture of success for every student every day. Most of our children and families feel that Marshall is their home, and this is where they belong. Our campus is data driven, and we do what is best for ALL students as we monitor systems, expectations, instruction, achievement, feedback, and follow-through. If there are areas of concern, we have been trained in the implementation of the Continuous Improvement Process to reflect, consult, plan and act. We are building a strong student culture where teachers believe all students can learn and achieve and students know they are valued and loved.

Marshall believes in the value of partnerships and strategically aligns partners to advance key components to achieve and sustain high levels of academic performance. Building a safe environment, developing a rigorous academic culture, recruiting, developing and retaining high performance teachers, and intentionally engaging parents and community in the school are actions that define Marshall Elementary.

Marshall Elementary is very intentional in establishing a family-friendly school environment. Since 41% of our population is Hispanic all communication(written and verbal) is delivered in English and Spanish. Our campus website is also translated into Spanish and includes as many dates as possible for parents to plan ahead. Our district has provided funds to every campus to identify a Parent Liaison to help strengthen connections between home and school. In 16-17 we established a PTO Board that has effectively planned for growth in PTO membership and participation for the 18-19 academic year. Marshall routines include sending home weekly folders, and holding monthly Prime Time with Principal for ongoing communication with parents.

Perceptions Strengths

School Quality Survey results indicate:

- 80% of parents rate the overall quality of our school as Excellent or Very Good.
- 70% of our parents believe school uses family input to improve instruction
- 97%% of parents believe the school is safe
- 76% of parents feel the school sets high expectations for all students

The school discipline data showed significant improves in the number of lost instructional days due to in and out of school suspensions.

- Grades Pre-K-2 decreased in/out of school suspensions from 67 in SY 2016-17 to only 13 in SY 2017-18
- Grades 3-5 decreased in/out of school suspensions from 211 in SY 2016-17 to only 54 in SY 2017-18

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Enhance the experiential instructional opportunities to engage parents in student academic success. **Root Cause:** Focused staff and support on integrating project based learning approaches and integration of STEM friendly facilities

Problem Statement 2: Provide more relevant and real world enrichment and extended day activities for students and families **Root Cause:** Academic remediation activities and enrichment activities are not equally balanced.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Reach every student.

Performance Objective 1: By the end of 2018-19 school year, Marshall will increase rigor and engagement across all grade levels by aligning our planning practices to the ICLE rubric. We will continue with focused writing teachers for 4th grade and add a designated writing teacher for 3rd grade to begin early development of STAAR level writing skills. Using Lucy Calkins with fidelity, we will work toward the district goal of 80% by making incremental increases from 49% approaches in SY 2017 -18 to 66% in SY 2018-19.

Sub Groups Goals for Increases are as follows:

African American will increase from 51% in SY 2017-18 to 62% in 2018-19

ELL will increase from 53% in SY 2017-18 to 61% in SY 2018-19

Hispanic will increase from 48% in SY 2017-18 to 64% in SY 2018-19

Economically Disadvantaged from 46% approaches in SY 2017-18 to 63% in SY 2018-19

Evaluation Data Source(s) 1: STAAR, Benchmark

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Additional instructional time, will be provided for students to improve performance on state assessments. Additional professional development using the Spring District Rigor Framework, and Workforce Development framework for supporting and developing teacher practices. Professional Development Sessions will be held after school hours for deep dive data analysis, planning and practice.</p>	2.4, 2.5, 2.6	Literacy and Math Coaches Principal and Asst. Principal Instructional Specialist Teaching Staff Multi-Lingual Specialist Special Education Support Staff Tutors	Improve student overall academic performance.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00, 211 Title I, Part A - 3500.00)							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue







Goal 1: Reach every student.

Performance Objective 2: By the end of the 2018-2019 school year, Marshall will support reading, math, and science instruction for targeted students, through extended day tutorials, interventions, interactive technology, highly qualified teachers and transportation support to improve reading scores from 68% in 2017-2018 SY to 80% in 2018-2019 SY; math scores from 63% in 2017-18 SY to 80% in 2018-19 SY; and science scores from 67% in 2017-18 SY to 80% in 2018-19 SY.

Evaluation Data Source(s) 2: STAAR, District Checkpoints, Benchmarks, Campus Based Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Instructional Team and District Workforce Team will use the DDAP cycle, PLC's, ICLE workshops for reading, writing, math and science along with Workforce cycles of observation and feedback to continuously monitor planning, methods and delivery an execution of district curriculum.</p>	2.4, 2.6	School Based Coaches and Administrative Staff District Coaches and Instructional Support Staff Student Support Coordinator Bilingual Staff Instructional Specialist	Improve reading scores on the STAAR assessments for every student Domain by 10 percentage points in SY 2018-19 from previous year of SY 2017-18.				
				Problem Statements: Student Achievement 1, 3 Funding Sources: 211 Title I, Part A - 67520.00			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Marshall will provide transportation for extended day instruction to support targeted students in improving academic performance in all reading and writing.</p>	2.4, 2.5	School Based Coaches and Administrative Staff District Coaches and Instructional Support Staff Student Support Coordinator Bilingual Staff	By providing transportation for students to attend extended day instruction, students will have more time to practice skills and improve overall performance on STAAR assessments.				
				Problem Statements: Student Academic Achievement 1, 2			

<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>3) Special populations will receive targeted support to achieve mastery on STAAR. Marshall will co-fund and ESL para to provide additional academic support.</p>	<p>2.4, 2.5, 2.6</p>	<p>School Based Coaches, Principal, Asst Principal, ESL Coordinator, Teachers, Student Support Coordinator, and District Support Staff.</p>	<p>By providing additional instructional sessions, students will have more opportunities achieve mastery of deficient skills, and improve overall performance on the STAAR assessment. Teachers will improve methods and delivery and data analysis to drive student achievement.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 14500.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Marshall will ensure that all teachers have STAAR Texas Test Prep resources and interactive technology to engage all learning styles and to maximize engagement and instructional time. Students will mirror STAAR assessments using STAAR general supplies, Webster dictionaries, pencils, highlighters, sharpeners, dividers.</p> <p>Marshall will hand classroom dry erase white boards in classrooms without sufficient boards, to align the Spring Way board protocol requirements with the district in grades across the campus.</p> <p>Students will use District Supported Edmentum Exact Path software to enhance academic performance in classrooms and computer labs.</p> <p>Teachers will utilize Galaxy Education and Flocabulary software and students will use chrome books to enhance lessons and independent practice.</p> <p>Marshall will secure 2-3 campus computer laptops to ensure teachers and instructional specialist are able to complete instructional planning, and execution of campus initiatives without interruption.</p>	<p>2.4, 2.6</p>	<p>Technology Liaison, Inventory Coordinator, Assistant Principal, Teacher and District Support</p>	<p>Teachers will plan rigorous and relative lessons, that engage and differentiate instruction in across the campus. Students will practice and provide real time data to drive data driven planning instruction, mirror benchmark and state assessments, increase stamina, and integrate application of instructional strategies.</p>				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 2 - Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 13338.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Writing is an area of focus that must be addressed with targeted curriculum, planning, support and monitoring. **Root Cause 1:** Root Cause: Strategically aligned curriculum and instructional capacity in the area of writing contributed to minimal growth.

Problem Statement 3: Overall minimal improvement in math, science and writing was obtained on STAAR. **Root Cause 3:** Teachers are generally executing at the beginning levels of academic questioning. Student discussions are mostly teacher led, instead of peer to peer discussion focused on synthesis, analysis and evaluation.

Student Academic Achievement

Problem Statement 1: Problem Statement 1: Writing is an area of focus that must be addressed in early literacy grades Pre K-2. A targeted curriculum, planning, support and monitoring will sustain consistent growth. **Root Cause 1:** Root Cause 1: Root Cause: Lack of consistent training and implementation of strong writing curriculum's contributed to minimal growth.

Problem Statement 2: Reading is also an area of focus that must be addressed with targeted curriculum, planning, support, and monitoring. **Root Cause 2:** Lack of training on how to plan rigorous, relevant, and high impact reading lessons.

School Processes & Programs

Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels . **Root Cause 1:** Need for data integrity, and timely analysis of school wide cultural practices and processes.

Problem Statement 2: Enhance student success, and problem solving skills through the implementation of and use of technology as a tool for instruction and accountability. **Root Cause 2:** Lack of technology for every student and staff member to utilize in implementing and monitoring school-wide systems and processes that drive academic engagement and achievement.

Perceptions

Problem Statement 1: Enhance the experiential instructional opportunities to engage parents in student academic success. **Root Cause 1:** Focused staff and support on integrating project based learning approaches and integration of STEM friendly facilities

Problem Statement 2: Provide more relevant and real world enrichment and extended day activities for students and families **Root Cause 2:** Academic remediation activities and enrichment activities are not equally balanced.

Goal 1: Reach every student.

Performance Objective 3: By the end of the 2018-2019 school year, Marshall students will demonstrate 80% mastery of early literacy based on the End of Year (EOY) CIRCLE indicators.

Evaluation Data Source(s) 3: Rapid Letter Naming

Letter-Sound Correspondence


Rapid Vocabulary

Book and Print Awareness

Phonological Awareness

Story Telling and Comprehension

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 2 CSF 3</p> <p>1) Implement the components of the Balanced Literacy Framework through: Word Power</p> <p>Rapid Letter Naming</p> <p>Letter-Sound Correspondence</p> <p>Rapid Vocabulary</p> <p>Book and Print Awareness</p> <p>Phonological Awareness</p> <p>Story Retell & Comprehension</p>	2.4, 2.6	Principal AP Counselor Literacy Coach Pre-K Teachers	End of the Year Assessments CIRCLE 2019 results				
							

Goal 2: Excellence in every school

Performance Objective 1: By the end of 2018-19, Marshall will establish a continuous cycle of observation and feedback to increase staff capacity and improve student outcomes. A literacy and math coach will provide baseline instructional support. An additional Instructional Specialist will be hired to provide instructional support above and beyond baseline support.

Consultants from ICLE will provide additional coaching for staff support school-wide growth in executing rigor and relevance in lessons.

Sub Groups Goals for Increases are as follows:

African American will increase from 42% in SY 2017-18 to 62% in 2018-19

ELL will increase from 21% in SY 2017-18 to 41% in SY 2018-19

Hispanic will increase from 44% in SY 2017-18 to 64% in SY 2018-19

Economically Disadvantaged from 43% in SY 2017-18 to 63% in SY 2018-19

Evaluation Data Source(s) 1: STAAR, Surveys, Interest Inventories, Benchmarks, Campus Based Assessments, Discipline Reports, Parent Communications

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Implement research based Lucy Calkins Writing Curriculum with fidelity. Teachers will participate in additional PLC after hours for vertical planning in content areas.</p>	2.4, 2.6	Administrative Staff Instructional Coaches Instructional Support Staff District Support Staff	By using the researched based writing curriculum with fidelity, teachers will become more proficient in executing writing instruction, students will master writing TEKS and apply them in daily writing activities increasing scores by 10% points on STAAR. Parents will engage students in academic achievement by completing parent sections of homework assignments.				
Problem Statements: Student Achievement 1, 2, 3 - Student Academic Achievement 1, 2							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Use DDAP model of Professional Learning Communities to support teaches in developing and executing high impact lessons in literacy and numeracy.</p>	2.4, 2.6	Administrative Staff Instructional Coaches Instructional Support Staff District Support Staff	By using the DDAP model for Professional Learning Communities, teachers will development planning, methods and execution practices that will improve student outcomes by 10% points by end of school year.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Writing is an area of focus that must be addressed with targeted curriculum, planning, support and monitoring. Root Cause 1: Root Cause: Strategically aligned curriculum and instructional capacity in the area of writing contributed to minimal growth.
Problem Statement 2: Lack of teacher capacity in Bilingual classrooms limited the progress in student performance. Root Cause 2: Student engagement is limited with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.
Problem Statement 3: Overall minimal improvement in math, science and writing was obtained on STAAR. Root Cause 3: Teachers are generally executing at the beginning levels of academic questioning. Student discussions are mostly teacher led, instead of peer to peer discussion focused on synthesis, analysis and evaluation.
Student Academic Achievement
Problem Statement 1: Problem Statement 1: Writing is an area of focus that must be addressed in early literacy grades Pre K-2. A targeted curriculum, planning, support and monitoring will sustain consistent growth. Root Cause 1: Root Cause 1: Root Cause: Lack of consistent training and implementation of strong writing curriculum's contributed to minimal growth.
Problem Statement 2: Reading is also an area of focus that must be addressed with targeted curriculum, planning, support, and monitoring. Root Cause 2: Lack of training on how to plan rigorous, relevant, and high impact reading lessons.
School Processes & Programs
Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels . Root Cause 1: Need for data integrity, and timely analysis of school wide cultural practices and processes.

Goal 2: Excellence in every school

Performance Objective 2: By the end of year 2018-19, Marshall will increase the 2017-18 proficiency rate of 67% to 80% for science achievement among all 5th grade students. Sub groups will grow as follows:







African American will increase from 67% in SY 2017-18 to 80% in SY2018-19.

Economically Disadvantaged will increase from 57% in SY 2017-18 to 75% in SY 2018-19.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement a rigorous academic culture that supports high engagement, academic urgency and class participation as outlined in the TLAC practices in the Spring Way district approach. Instructional classroom carpets will support the TLAC best practices, and increase student engagement to increase academic achievement.</p> <p>Implement a systematic framework of coaching and feedback using the six step model and practice perfect to support teachers in developing stronger classroom management, and methods and execution practices.</p>	2.4, 2.5	Classroom Teachers Administrators Instructional Support Staff District Support Staff Ancillary Staff	<p>By defining a common language, outlining key actions, and aligning the best practices of a rigorous academic culture in the school, students will be engaged in more instructional time and increase academic outcomes in all indexes.</p> <p>By defining a school based framework for coaching and feedback aligned to the district model, teachers will receive tiered coaching with bite sized actions steps that support mastery an immediate implementation in classrooms to improve student outcomes.</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: 211 Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>2) Sustain and enrich science performance through the implementation of a daily science lab schedule to fully utilize the internal science lab, outdoor campus science labs, for all grades, inclusive of safety materials, and project based interactive, and technological resources for stakeholders. Provide professional development opportunities for teachers expand teacher practice in strategies that support gifted and talented populations.</p>	2.4, 2.5	Classroom Teachers Administrators Instructional Support Staff District Support Science Staff	<p>By aligning the science lab activities with core instruction, students will connect learning to real world, increase the conceptual understanding of science, and improve overall performance on science assessments.</p>				
<p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: 211 Title I, Part A - 1200.00</p>							

<p>3) Students in grades K-5 will extend the science curriculum by attending enrichment activities at the local facilities focused on science. Early learners will integrate writing and ICLE rigor relevance components in visits to local zoo. Upper Elementary students will build stronger connections for STAAR Science Tekes by connecting classroom units to experiential learning at the local science museums.</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Classroom Teachers Administrators Instructional Support Staff District Support Science Staff</p>	<p>By aligning the science lab activities with other content across the curriculum, students will connect learning to real world, and increase the conceptual understanding of science, and improve overall performance on science and other STAAR assessments.</p>				
<p>Problem Statements: Student Achievement 1, 3 - Perceptions 1 Funding Sources: 211 Title I, Part A - 0.00</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 2 Problem Statements:

Student Achievement	
<p>Problem Statement 1: Writing is an area of focus that must be addressed with targeted curriculum, planning, support and monitoring. Root Cause 1: Root Cause: Strategically aligned curriculum and instructional capacity in the area of writing contributed to minimal growth.</p>	
<p>Problem Statement 2: Lack of teacher capacity in Bilingual classrooms limited the progress in student performance. Root Cause 2: Student engagement is limited with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.</p>	
<p>Problem Statement 3: Overall minimal improvement in math, science and writing was obtained on STAAR. Root Cause 3: Teachers are generally executing at the beginning levels of academic questioning. Student discussions are mostly teacher led, instead of peer to peer discussion focused on synthesis, analysis and evaluation.</p>	
Demographics	
<p>Problem Statement 1: ADA report indicates students in early childhood education programs have higher absentees that students in grades 2-5 decreasing the overall ADA below 97%. Root Cause 1: First response systems and processes, and incentives to increase ADA in early grades were not as effective as planned.</p>	
Student Academic Achievement	
<p>Problem Statement 1: Problem Statement 1: Writing is an area of focus that must be addressed in early literacy grades Pre K-2. A targeted curriculum, planning, support and monitoring will sustain consistent growth. Root Cause 1: Root Cause 1: Root Cause: Lack of consistent training and implementation of strong writing curriculum's contributed to minimal growth.</p>	
<p>Problem Statement 2: Reading is also an area of focus that must be addressed with targeted curriculum, planning, support, and monitoring. Root Cause 2: Lack of training on how to plan rigorous, relevant, and high impact reading lessons.</p>	
School Processes & Programs	
<p>Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels . Root Cause 1: Need for data integrity, and timely analysis of school wide cultural practices and processes.</p>	
Perceptions	
<p>Problem Statement 1: Enhance the experiential instructional opportunities to engage parents in student academic success. Root Cause 1: Focused staff and support on integrating project based learning approaches and integration of STEM friendly facilities</p>	

Goal 3: High Performance from every employee

Performance Objective 1: By August 31, 2018 the 2018-19 handbook will be updated with systems and processes that clearly outline the instructional and professional expectations, and school core values with key school-wide practices, and processes across grade levels.

Evaluation Data Source(s) 1: Survey Data


Eduphoria

T-TESS Data

School Based Surveys and Walkthroughs

District Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Update the handbook to align with Spring Way Culture, Workforce Coaching, DDAP PLC and ICLE planning protocols.	2.4, 2.6	Assistant Principal Principal Team Leaders Parents Office of School Leadership Designate	Through the use of common best practices in culture and professional learning communities, data will drive ongoing monitoring and adjustments that will increase the academic performance for all indexes and subgroups tested with STAAR.				
Problem Statements: Student Achievement 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Writing is an area of focus that must be addressed with targeted curriculum, planning, support and monitoring. Root Cause 1: Root Cause: Strategically aligned curriculum and instructional capacity in the area of writing contributed to minimal growth.
Student Academic Achievement
Problem Statement 1: Problem Statement 1: Writing is an area of focus that must be addressed in early literacy grades Pre K-2. A targeted curriculum, planning, support and monitoring will sustain consistent growth. Root Cause 1: Root Cause 1: Root Cause: Lack of consistent training and implementation of strong writing curriculum's contributed to minimal growth.
Problem Statement 2: Reading is also an area of focus that must be addressed with targeted curriculum, planning, support, and monitoring. Root Cause 2: Lack of training on how to plan rigorous, relevant, and high impact reading lessons.
School Processes & Programs

Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels . **Root Cause 1:** Need for data integrity, and timely analysis of school wide cultural practices and processes.

Goal 3: High Performance from every employee

Performance Objective 2: By the end of 2018-19 calendar year, all staff will be proficient in TLAC strategies, vertical planning, instructional methods, and DDAP that increase student achievement through the use of strong instructional and cultural best practices.

Evaluation Data Source(s) 2: Survey Data

Observation and Feedback

Walkthroughs

T-TESS

STAAR Data

School Based Routines and Processes Rubric Assessment

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Implement Teach Like a Champion strategies to enhance teacher effectiveness.</p>	2.4, 2.5, 2.6	Principal Assistant Principal School Based Team Leaders	Students will show a 5% increase as measured by campus and district assessments.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Attend campus staff development from Instructional Center for Leadership in Education (ICLE) to improve student success through the Rigor Readiness Framework.</p>		Principal Assistant Principal School Based Leaders	Students will show a 5% increase as measured by campus/district assessments. Teachers will show a 10% increase in Developed on T-TESS.				
Problem Statements: Student Academic Achievement 2							
<p>3) All staff members will attend needed training throughout the school year.</p>		Principal Assistant Principal School Based Team Leaders All staff members	Ongoing professional development will improve staff performance as evidenced on Strive dashboard, and increase student achievement as evidenced on STAAR test.				
Problem Statements: Student Achievement 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) K-2 teachers will receive Guided Reading training to support the district's commitment to develop a strong Literacy Foundation for All.</p>	2.4, 2.6	Principal Assistant Principal School Based Leaders	Teachers will demonstrate mastery of Guided Reading and the number of students that end on grade level will increase by 10%.				
Problem Statements: Student Academic Achievement 2							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Writing is an area of focus that must be addressed with targeted curriculum, planning, support and monitoring. **Root Cause 1:** Root Cause: Strategically aligned curriculum and instructional capacity in the area of writing contributed to minimal growth.

Student Academic Achievement

Problem Statement 1: Problem Statement 1: Writing is an area of focus that must be addressed in early literacy grades Pre K-2. A targeted curriculum, planning, support and monitoring will sustain consistent growth. **Root Cause 1:** Root Cause 1: Root Cause: Lack of consistent training and implementation of strong writing curriculum's contributed to minimal growth.

Problem Statement 2: Reading is also an area of focus that must be addressed with targeted curriculum, planning, support, and monitoring. **Root Cause 2:** Lack of training on how to plan rigorous, relevant, and high impact reading lessons.

School Processes & Programs

Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels . **Root Cause 1:** Need for data integrity, and timely analysis of school wide cultural practices and processes.

Problem Statement 2: Enhance student success, and problem solving skills through the implementation of and use of technology as a tool for instruction and accountability. **Root Cause 2:** Lack of technology for every student and staff member to utilize in implementing and monitoring school-wide systems and processes that drive academic engagement and achievement.

Perceptions

Problem Statement 1: Enhance the experiential instructional opportunities to engage parents in student academic success. **Root Cause 1:** Focused staff and support on integrating project based learning approaches and integration of STEM friendly facilities

Problem Statement 2: Provide more relevant and real world enrichment and extended day activities for students and families **Root Cause 2:** Academic remediation activities and enrichment activities are not equally balanced.

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Increase experiential instructional opportunities to engage parents in student academic success by hosting 4 to 5 focused events by the end May 2019.

Evaluation Data Source(s) 1: Survey Data


STAAR Assessments

Attendance Data

Eduphoria Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Marshall will integrate the district goal for PVA into scholar academic achievement. Students will tie experiential learning into the curriculum as well as provide activities and programs to support scholar access to and success in a variety of well rounded educational experiences. Parents will be invited to participate in learning to increase parent engagement in academic achievement.</p>	2.4, 2.5, 3.1	Assistant Principal PTO Parent Engagement Liaison Team Leaders Staff Committees	By increasing the academic events, parent engagement in student academics will increase as evidenced on the climate surveys and sign in sheets.				
<p>Problem Statements: Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 1000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Marshall will support growth in student and parent academic engagement by developing, and presenting weekly story time online. Bed Time Stories, will feature teachers, students, parents, and partners in reading books to students and sharing them on the website. Events will be communicated to parents through multi-media streams including print, data, and social media streams.</p>	3.1, 3.2	Assistant Principal PTO Team Leaders Staff Committees	By increasing the number of focused academic events, parent engagement and perception percentages will increase as evidenced on the climate surveys and sign in sheets.				
<p>Problem Statements: Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 1725.00</p>							

3) Marshall will support the development of the Parent Engagement Coordinator by providing professional development opportunities at the Parental Involvement Conference in Texas.	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Principal PTO Team Leaders Staff Committees	By increasing the number of focused academic events, parent engagement and perception percentages will increase as evidenced on the climate surveys and sign in sheets.				
Marshall will support the development of school leaders by providing additional professional development in Texas Parent Engagement and PBIS	Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2						
							

Performance Objective 1 Problem Statements:

School Processes & Programs	
Problem Statement 1: The parent and staff Insight survey data data indicates inconsistencies in some school-wide practices, and processes across grade levels .	Root Cause 1: Need for data integrity, and timely analysis of school wide cultural practices and processes.
Problem Statement 2: Enhance student success, and problem solving skills through the implementation of and use of technology as a tool for instruction and accountability. Root Cause 2: Lack of technology for every student and staff member to utilize in implementing and monitoring school-wide systems and processes that drive academic engagement and achievement.	
Perceptions	
Problem Statement 1: Enhance the experiential instructional opportunities to engage parents in student academic success.	Root Cause 1: Focused staff and support on integrating project based learning approaches and integration of STEM friendly facilities
Problem Statement 2: Provide more relevant and real world enrichment and extended day activities for students and families Root Cause 2: Academic remediation activities and enrichment activities are not equally balanced.	

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Provide academic specialized programs to support diverse learning experiences for students in all area. Students are supported in physical education, visual and performing arts with daily instruction and physical fitness opportunities.

Evaluation Data Source(s) 1: Parent Groups

Sign In Sheets

Agendas

Parent Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 1) All K-5 Gifted & Talented students will complete an inventory and at least 2 Renzuli independent study projects (one per semester).	2.4	Administrators Campus GT Coordinator GT Teachers	Marshall will increase opportunities and choice for gifted and talent so that students are prepared for a post-secondary education.				
Funding Sources: 211 Title I, Part A - 0.00							

State Compensatory

Budget for Marshall Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6321	6118 Extra Duty Stipend - Locally Defined	\$5,500.00
6100 Subtotal:		\$5,500.00
6300 Supplies and Services		
6321	6321 Textbooks	\$3,000.00
6321	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$5,000.00
6400 Other Operating Costs		
6494	6494 Reclassified Transportation Expenses	\$1,000.00
6400 Subtotal:		\$1,000.00

Personnel for Marshall Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tawonna Marshall	Student Support Specialist	Response to Intervention	1.0

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)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Angello	Instructional Specialist	Academic	1.0
TBD	ELL Para Aide	ESL	.5

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Debra Broughton	Principal
Non-classroom Professional	Catherine Angello	Instructional Specialist
Administrator	Sandra Lewis	Assistant Principal
Non-classroom Professional	Karen Bodiford	Math Coach
Non-classroom Professional	Nicole Marines	Literacy Coach
District-level Professional	Kim Arnold	District Representative
Parent	Brandy Russell	PTO President
Classroom Teacher	Toni Crammond	Teacher Team Leader
Business Representative	Yvondalyn King	Teacher Team Leader
Classroom Teacher	Laura Matte	Teacher Team Leader
Classroom Teacher	Shaisley Charles	Teacher Team Leader
Classroom Teacher	Jennifer Gustavus	Teacher Team Leader
Classroom Teacher	Sherene Malgard	Teacher Team Leader
Classroom Teacher	Cornelia Stewart	Sped Team Leader
Non-classroom Professional	Maria Larrisquitu	Counselor