Spring Independent School District

Marshall Elementary

2023-2024 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 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 forevermore.

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 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: September 25, 2023

Demographics

Demographics Summary

Gloria Marshall Elementary School is an 12 year old Pre-K -5th-grade Title 1 Campus in Spring ISD. The school is located in the Cypresswood Community of Spring, Texas. Gloria Marshall ES has shown consistent growth in enrollment over the past five years. New home and community development is a contributor to the increased enrollment. Gloria Marshall is a new school and was designed as one of the leading green (eco-friendly) educational facilities in the state of Texas. Gloria Marshall Elementary School was completed in September 2010 and features numerous sustainable building elements that promote both conservation and energy efficiency. A Commercial Case Study of Gloria Marshall Elementary School Spring, TX securing 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 been designed to earn 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 photovoltaic 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, 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 multiple ethnicities and a strong instructional staff representative of the scholars they served.

Gloria Marshall Elementary, a Title 1 school, is one of 26 elementary campuses in Spring ISD. Although this improvement plan focuses on 2023-2024, the demographic data reflects information available in May 2022. Marshall serves predominantly low to middle-income families and has an average enrollment of 907 students. Of this number 49% are Hispanic/Latino; 39% African American; 6% White; 0.1% Native American and 2% Asian. There are 10% of students who receive special education services, 5.4% Gifted and Talented, 27% ELL, and one Structured Learning class supports scholars with high needs exceptionalities. Nine Highly Qualified Bilingual teachers and an ELL Coordinator support scholars with language needs. The campus is a neighborhood school, with new and growing construction of single-family homes. In 2022-23, the average daily attendance was 94 percent.

Demographics Strengths

Gloria Marshall Elementary currently has 907 students enrolled which is a decrease in enrollment from previous year. This year we have maintained intervention positions to help with the acceleration instruction of our students. Our staff at Marshall Elementary are a highly qualified and dedicated group of professionals that need to be consistent in knowing the "Marshall Way." We will continue to strive for excellence in everything we do by putting students first.

- 76% of staff is ESL certified which supports the social and academic needs of diverse learners.

- Economically Disadvantaged students are performing comparably to non-economically disadvantaged peers.
- Tier 2 and Tier 3 students receive academic and behavioral support through strategic processes and support of RTI/MTSS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 24% of our teachers are not ESL certified. **Root Cause:** Several teachers have attempted to become certified but have been unsuccessful on the test. Teachers must use differentiated instruction and language objectives to ensure we are reaching all of our diverse learners. Approximately 66 of our students are ESL and 184 are bilingual.

Problem Statement 2 (Prioritized): Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity. **Root Cause:** A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.

Problem Statement 3 (Prioritized): More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR. **Root Cause:** Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Problem Statement 4 (Prioritized): Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars. **Root Cause:** In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.

Problem Statement 5: All Gloria Marshall Elementary students participated in extended learning time which includes intervention and enrichment. Differentiated and rigor is an expectation in all Tier 1 lessons. **Root Cause:** The students have wide curriculum gaps due to lack of exposure of rigorous, high quality instruction.

Problem Statement 6: When looking at our special education students in 3rd, 4th, and 5th grade , they performed significantly lower than the general education students. **Root Cause:** Special education students struggled to close the COVID gaps and keep up with the content at the same rate as our general education students. As a result. teachers focused on scaffolding instruction instead of scaffolding down.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2022-2023 school year, Marshall Elementary School met standards in all index areas of STAAR.

- Domain 1 Student Achievement- Scaled Score 51%

Marshall Elementary received a Met Standard rating for the 2022 academic year; however, 2022 STAAR results show a significant growth in student achievement.

	Approaches	Meets	Masters
3rd Math	58%	29%	16%
3rd Reading	65%	36%	12%
4th Math	54%	32%	10%
4th Reading	61%	31%	4%
4th Writing			
5th Math	64%	26%	10%
5th Reading	78%	33%	13%
5th Science	55%	26%	5%
Total Reading	67%	42%	20%
Total Math	61%	27%	10%

This percentage overall is 51% Approaching, 19% Meets, and 7% Masters.

GMES 2022-2023 TELPAS Summary						
Grade	Beginning	Intermediate	Advance	Advanced High	No Growth	Regression
K	67% (16)	33% (8)	--	--	--	--
1st	13% (5)	39% (15)	37% (14)	11% (4)	11% (4)	3% (1)
2nd	6% (2)	36% (12)	55% (18)	3% (1)	3% (1)	12% (4)

GMES 2022-2023 TELPAS Summary					
3rd	3% (1)	42% (13)	45% (14)	10% (3)	--	--
4th	2% (1)	30% (13)	42% (18)	26% (11)	--	2% (1)
5th	9% (2)	27% (6)	32% (7)	32% (7)	--	--

Based on the data, we need to increase the percentage of students that score advanced high. During the 2023-2024 school year, ESL strategies and Professional Development to target our EL's will be implemented.

Student Learning Strengths

- More than three/fourths of Gloria Marshall students are on grade level or are consistently growing as evidenced by mClass reading assessments, math screener results, and other formative academic measures.
- When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.
- Students who require additional intervention in academics or behavior are supported through the campus MTSS (Multi Tiered System of Supports).
- Prekindergarten scholars showed a substantial amount of growth on CIRCLE.
- STAAR reading was our strongest subject this year.

Problem Statements Identifying Student Learning Needs

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Problem Statement 6 (Prioritized): During instructional and intervention time, targeted small group instruction was not maximized.   **Root Cause:** There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction

with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

Problem Statement 7: When looking at our special education students in 3rd, 4th, and 5th grade , they performed significantly lower than the general education students.   **Root Cause:** Special education students struggled to close the COVID gaps and keep up with the content at the same rate as our general education students. As a result. teachers focused on scaffolding instruction instead of scaffolding down.

Problem Statement 8: All Gloria Marshall Elementary students participated in extended learning time which includes intervention and enrichment. Differentiated and rigor is an expectation in all Tier 1 lessons.   **Root Cause:** The students have wide curriculum gaps due to lack of exposure of rigorous, high quality instruction.

School Processes & Programs

School Processes & Programs Summary

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 restorative practices to prevent suspensions.

- 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.

- Students in grades 4-5 who did not meet standard on the Reading and/or Math STAAR received 30 hours of accelerated instruction before, after, and/or during Acceleration time

- 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 has a district funded ELL Coordinator. Additional Title 1II funds will support 1 FTE ESL paraprofessional.

- 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 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, 1 Structured Learning Classroom, 1 Blended PPCD.

- Students receive physical education daily, to support the development of a well rounded educational experience.

Throughout the school year, student assessments (both formative and summative) played a pivotal role in the learning outcomes of our students. A multitude of assessments were utilized, including multiple-choice, open-ended student response, habits of discussion, turn and talk, conferring with students, and rubrics. The objective was to focus on students' ability to apply their learning in a variety of ways. This was done primarily through acceleration where teachers responded to student learning needs.

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.

- MARLIN and CHAMPS core values are systematically linked to Class DOJO and students are awarded weekly paychecks based on a point system.

- 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

- 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 regularly to review data and discuss students' achievement, lesson plans, and professional development support. A DDAP model is used schoolwide.

- Leadership Team meets weekly to discuss student progress as well as teacher progress.

- Leadership Team schedules weekly grade level walkthrough 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 coaching based on the most impactful action steps using the Six Step Model of feedback.

- Teachers implement after school tutorials 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 (Prioritized): District of Innovation teachers and 0 year teachers will require addtional support and training t ensure that they are successful.   **Root Cause:** Marshall will have several teachers with 0 years of experience and District of Innovation teachers with no educational backgroud or alternative certification.

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Problem Statement 4 (Prioritized): Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause:** PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Problem Statement 5 (Prioritized): A large number of community members requested more communication from teachers.   **Root Cause:** A large number of teachers were not consistent with communicating with parents in a timely manner.

Problem Statement 6 (Prioritized): Parent survey results indicate that bullying is a concern.   **Root Cause:** Marshall did not have a bullying program. Students and parents need to be trained how to differentiate bullying from conflict and how to report bullying.

Problem Statement 7 (Prioritized): There has been an increase of student behavior concerns and office referrals.   **Root Cause:** Some students have trauma from external factors associated with Covid-19. Other students may have delays in their social development due to isolation or attending school virtually.

Problem Statement 8 (Prioritized): Campus curriclum events were not well attended by parents.   **Root Cause:** Parent survey results indicate that their schedules did not permit them to attend some campus events.

Perceptions

Perceptions Summary

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 teamwork, 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. Our district has provided funds to every campus to identify a Parent Liaison to help strengthen connections between home and school. Teachers also regularly use DOJO and Bloomz communication apps.

Perceptions Strengths

- 91% of staff members are aware of safety and security procedures.
- 93% of parents feel staff members treat them with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A large number of community members requested more communication from teachers.   **Root Cause:** A large number of teachers were not consistent with communicating with parents in a timely manner.

Problem Statement 2 (Prioritized): Parent survey results indicate that bullying is a concern.   **Root Cause:** Marshall did not have a bullying program. Students and parents need to be trained how to differentiate bullying from conflict and how to report bullying.

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Problem Statement 4 (Prioritized): Campus curriclum events were not well attended by parents.   **Root Cause:** Parent survey results indicate that their schedules did not permit

them to attend some campus events.

Priority Problem Statements

Problem Statement 1: A large number of community members requested more communication from teachers.

Root Cause 1: A large number of teachers were not consistent with communicating with parents in a timely manner.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.

Root Cause 2: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.

Root Cause 3: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars.

Root Cause 4: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.

Problem Statement 4 Areas: Demographics - School Processes & Programs

Problem Statement 5: District of Innovation teachers and 0 year teachers will require addtional support and training t ensure that they are successful.

Root Cause 5: Marshall will have several teachers with 0 years of experience and District of Innovation teachers with no educational backgroud or alternative certification.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.

Root Cause 6: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: During instructional and intervention time, targeted small group instruction was not maximized.

Root Cause 7: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Parent survey results indicate that bullying is a concern.

Root Cause 8: Marshall did not have a bullying program. Students and parents need to be trained how to differentiate bullying from conflict and how to report bullying.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: There has been an increase of student behavior concerns and office referrals.

Root Cause 9: Some students have trauma from external factors associated with Covid-19. Other students may have delays in their social development due to isolation or attending school virtually.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: Campus curriclum events were not well attended by parents.

Root Cause 10: Parent survey results indicate that their schedules did not permit them to attend some campus events.

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: 24% of our teachers are not ESL certified.

Root Cause 11: Several teachers have attempted to become certified but have been unsuccessful on the test. Teachers must use differentiated instruction and language objectives to ensure we are reaching all of our diverse learners. Approximately 66 of our students are ESL and 184 are bilingual.

Problem Statement 11 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students
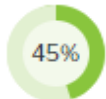
Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance
levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 %   2024 %

Approaches	69%	to	72%
Meets	36%	to	39%
Masters	10%	to	13%

Evaluation Data Sources: MAP, benchmarks, campus based assessments, Progress Learning, and STAAR.

Strategy 1 Details	Reviews			
Strategy 1: PreK-5th grade teachers will participate in PLCs to analyze student data and identify student misconceptions. All 4 types of PLCs will be implemented to increase student performance. During PLCs, we will focus on lesson delivery and highly effective instructional strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions both in large and small group, and scores on summative assessments will increase as a result. **Staff Responsible for Monitoring:** Principal, AP, CAS, Math Coach, Literacy Coach, EL coordinator, SPED coordinator, and classroom teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 6 - School Processes & Programs 2 **Funding Sources:** General Supplies (Classroom paper, markers, pencils, crayons, post it notes, binders, etc.) - 211 Title I, Part A - $20,000	40%			

Strategy 2 Details	Reviews			
Strategy 2: Assessments from the curriculum, Amplify and Eureka, will be administered according to the district's scope and sequence in Eduphoria. Teachers will maintain a planning binder and digital data binder that will be updated after each Campus Based Assessment. Data from formative assessments will be used to create action plans to help guide learning during small group acceleration time.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will identify student misconceptions based on the assessment data to create an intervention plan and student groups. **Staff Responsible for Monitoring:** Principal, AP, CAS, Math Coach, Literacy Coach, EL coordinator, SPED coordinator, and classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2, 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 3, 4	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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School Processes & Programs
Problem Statement 2: During instructional and intervention time, targeted small group instruction was not maximized.   **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.
Problem Statement 3: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars.   **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.
Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.
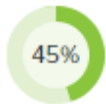
By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 %   2024 %

Approaches	56%	to	59%	
Meets	29%	to	32%	
Masters	10%	to	13%	

Evaluation Data Sources: MAP, benchmarks, campus based assessments, Progress Learning, and STAAR.

Strategy 1 Details		Reviews		
Strategy 1: PreK-5th grade teachers will participate in PLCs to analyze student data and identify student misconceptions. All 4 types of PLCs will be implemented to increase student performance. During PLCs, we will focus on lesson delivery and highly effective instructional strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions both in large and small group, and scores on summative assessments will increase as a result **Staff Responsible for Monitoring:** Principal, CAS, Assistant principals, instructional coaches, and classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3 - Student Learning 1, 6 - School Processes & Programs 2	40%			

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Assessments from the curriculum, Amplify and Eureka , will be administered according to the district's scope and sequence in Eduphoria. Teachers will maintain a planning binder and digital data binder that will be updated after each Campus Based Assessment. Data from formative assessments will be used to create action plans to help guide learning during small group acceleration time.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve Tier 1 instruction and limit the amount of scaffolding that will allow students to apply objectives taught resulting in growth on mClass, MAP, and campus and district assessments. **Staff Responsible for Monitoring:** Principal, CAS, Assistant principals, instructional coaches, and classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 5 - School Processes & Programs 4	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity. **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR. **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR. **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity. **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars. **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.
Problem Statement 6: During instructional and intervention time, targeted small group instruction was not maximized. **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

School Processes & Programs

Problem Statement 2: During instructional and intervention time, targeted small group instruction was not maximized.   **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %   2024 %

Approaches	38% to	41%
Meets	17% to	20%
Masters	6% to	9%

Evaluation Data Sources: MAP, benchmarks, campus based assessments, Progress Learning, and STAAR.

Strategy 1 Details		Reviews			
Strategy 1: Implement with fidelity PLCs such as planning, learning, AT Bats, and data analysis.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 20% of students will reach Meets and 9% will reach Masters		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, CAS, Math Coach, PLC Leaders, Team Leaders **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 4 - Student Learning 2, 5 - School Processes & Programs 3, 4		15%			

Strategy 2 Details	Reviews			

Strategy 2: Fifth grade students will demonstrate understanding by completing a daily Exit Ticket aligned to the learning objective.
    Strategy's Expected Result/Impact: 60% of students will reach Meets and 40% will reach Masters
    Staff Responsible for Monitoring: Principal, AP, CAS, Math Coach, PLC Leaders, Team Leaders
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 3, 4 - Student Learning 1, 6 - School Processes & Programs 2, 3
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.
Problem Statement 4: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars.   **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.
Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.
Problem Statement 6: During instructional and intervention time, targeted small group instruction was not maximized.   **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

School Processes & Programs

Problem Statement 2: During instructional and intervention time, targeted small group instruction was not maximized. **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

Problem Statement 3: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars. **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.

Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars. **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	85%
Letter-Sound Correspondence	89%
Early Writing	87%

Evaluation Data Sources: Progress Monitoring and Circle

Strategy 1 Details	Reviews			
Strategy 1: PreK students will receive daily instruction from the Frogstreet curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Wave 1 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing	**Oct**	**Jan**	**Mar**	**June**
Wave 2 - 80% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing	80%			
Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing				
Staff Responsible for Monitoring: Principal, Assistant Principals, CAS, Literacy Coach, ELL Coordinator, Classroom teachers				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 5 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: PreK teachers will provide targeted, small group instruction to students who are struggling based on BOY and MOY Circle results.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Wave 1 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 2 - 80% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing **Staff Responsible for Monitoring:** Principal, Assistant Principals, CAS, Literacy Coach, ELL Coordinator, Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Processes & Programs 4	85%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars.   **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.

Student Learning
Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

School Processes & Programs
Problem Statement 3: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars.   **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.
Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

	2023 Percentage
Overall Math	89%

Evaluation Data Sources: Progress Monitoring and Circle

Strategy 1 Details	Reviews			
Strategy 1: PreK students will receive daily instruction from the Frogstreet curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By Wave 3, 90% of students will reach On Target on CLI Engage/Circle in the areas of rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CAS, Literacy Coach, ELL Coordinator, Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Processes & Programs 4	**Oct**	**Jan**	**Mar**	**June**
	85%			

Strategy 2 Details	Reviews			
Strategy 2: PreK teachers will provide targeted, small group instruction to students who are struggling based on BOY and MOY circle results.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By Wave 3, 90% of students will reach On Target on CLI Engage/Circle in the areas of rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations. **Staff Responsible for Monitoring:** PreK teachers, instructional coaches, Principal, Campus Academic Specialist, Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Processes & Programs 4	40%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars. **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

School Processes & Programs
Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars. **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 65%

Evaluation Data Sources: Progress Monitoring and mClass

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will participate in PLCs to analyze student data and identify student misconceptions. All 4 types of PLCs will be implemented to increase student performance. During PLCs, we will focus on lesson delivery and highly effective instructional strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: BY EOY 23-24, 60% of Kindergarten-2nd grade students will be "on grade level" as measured by mClass. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Academic Specialist, Student Support Specialist, Literacy coach, and classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 5 - School Processes & Programs 4	20%			

Strategy 2 Details	Reviews			
Strategy 2: Tier 2 and Tier 3 students will receive daily intervention by classroom teachers and the Reading interventionist (LLI). Teachers will use mClass Burst and Amira. Teachers will progress monitor every 10 days for students who are well below and below grade level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: BY EOY 23-24, 60% of Kindergarten-2nd grade students will be "on grade level" as measured by mClass. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Academic Specialist, Student Support Specialist, Literacy coach, and classroom teachers **Title I:** 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** General Supplies (Classroom paper, markers, pencils, crayons, post it notes, binders, etc.) - 211 Title I, Part A - $20,000	20%			
0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✕ **Discontinue**	

Performance Objective 6 Problem Statements:

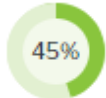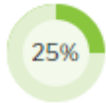| Demographics |
|---|
| **Problem Statement 2**: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration. |
| **Problem Statement 3**: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need. |
| **Student Learning** |
| **Problem Statement 1**: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need. |
| **Problem Statement 2**: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration. |
| **Problem Statement 5**: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback. |

School Processes & Programs
Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 49%

Evaluation Data Sources: NWEA MAP, formative assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity PLCs such as planning, learning, AT Bats, and DDAP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BY EOY 23-24, 68% will exceed their growth expectations on MAP Reading.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Specialist, Student Support Specialist, Literacy coach, and classroom teachers **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4 **Funding Sources:** General Supplies (Classroom paper, markers, pencils, crayons, post it notes, binders, etc.) - 211 Title I, Part A - $20,000	45%			

Strategy 2 Details	Reviews			
Strategy 2: Tier 2 and Tier 3 students will receive daily intervention provided by classroom teachers and the Reading interventionist (LLI).	**Formative**			**Summative**
Strategy's Expected Result/Impact: By EOY 23-24, 68% will exceed their growth expectations on MAP Reading.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: SSS, Principal, CAS, APs, Literacy coach, and classroom teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 2

25%

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**
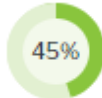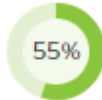
Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

School Processes & Programs
Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 47%

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity PLCs such as planning, learning, AT Bats, and DDAP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BY EOY 23-24, 74% will exceed their growth expectations on MAP Reading.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Specialist, Student Support Specialist, Literacy coach, and classroom teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2	45%			

Strategy 2 Details	Reviews			
Strategy 2: Tier 2 and Tier 3 students will receive daily intervention provided by classroom teachers and the Math interventionist.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By EOY 23-24, 68% will exceed their growth expectations on MAP Math.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Specialist, Student Support Specialist, Math coach, and classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.
Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity.   **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 96% attendance rate.

2023 Attendance Rate: 94.0%

    Evaluation Data Sources: Evaluation data sources will include attendance data from Decision Ed.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will contact parents within the first 2 weeks of school to welcome families and explain the importance of daily attendance.		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Student attendance will improve from 94% to 96% by the end of the 23-24 school year.
    Staff Responsible for Monitoring: Principal, AP, Counselors, and classroom teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 5 - Perceptions 1
		85%			

Strategy 2 Details		Reviews			
Strategy 2: When a student is absent for 2 days within a week, the teacher will contact the parent or guardian and record contact. The assistant, principal, and classroom teacher will conference with the families if an attendance is an ongoing concern.		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Student attendance will improve from 94% to 96% by the end of the 23-24 school year.
    Staff Responsible for Monitoring: Principal, AP, Counselors, and classroom teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 5 - Perceptions 1
		50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

School Processes & Programs
Problem Statement 5: A large number of community members requested more communication from teachers.   **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.

Perceptions
Problem Statement 1: A large number of community members requested more communication from teachers.   **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Evaluation Data Sources: Evaluation data sources will include walkthroughs, observations, data trackers, teacher anecdotal notes, and formative assessments.

Strategy 1 Details	Reviews			
Strategy 1: PreK - 5th grade teachers will participate in PLCs to review student data to discuss misconceptions, practice lesson delivery, learn and collaborate on instructional strategies, and plan. Teachers will maintain a planning binder and digital data binder that monitors the progress of our campus At-Risk and Sub-Pop groups that will be updated after each Unit/End of Module Assessment.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Through purposeful PLCs and collaboration about best instructional strategies, practicing lessons (At Bats) and analyzing data, teachers will deliver instruction and targeted support with a specific emphasis on scaffolding content based on the student's academic need. Teachers will be able to monitor student sub groups and their overall progress. **Staff Responsible for Monitoring:** Principal, AP, CAS, Math Coach, DLC, SSS, Interventionists and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 6 - School Processes & Programs 2	15%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive differentiated professional development that aligns to the campus' needs and the district's long term vision to ensure quality Tier 1 Instructional Delivery for all students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Every student will receive high quality instruction in the areas of RLA, Math and Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Academic Specialist, Student Support Specialist, ELL Coordinator, Instructional coaches and and interventionists. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.
Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.
Problem Statement 6: During instructional and intervention time, targeted small group instruction was not maximized.   **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

School Processes & Programs
Problem Statement 2: During instructional and intervention time, targeted small group instruction was not maximized.   **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.
Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars.   **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
Strategy 1: Utilize coteach models in all In Class Support classrooms to provide special education students with additional targeted math instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reinforce the first teach and reduce scaffolding which will help students apply objectives taught resulting in growth on MAP, Education Galaxy, campus and district assessments **Staff Responsible for Monitoring:** Principal, Assistant principals, All ICS Teachers and SPED Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4	25%			
Strategy 2 Details	Reviews			
Strategy 2: Provide accelerated learning instruction (HB4545) for 4th and 5th grade students who did not achieve Approaches on STAAR Math and Reading.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Demonstrated growth on MAP, Progress Learning, campus, district, and STAAR assessments. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3, 4 - Student Learning 1, 2, 6 - School Processes & Programs 2, 3	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity. **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.

Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR. **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Problem Statement 4: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars. **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.

Student Learning

Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR. **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Problem Statement 2: Acceleration blocks have not been targeted or consistent. Student tracking and backwards planning have not been implemented with fidelity. **Root Cause**: A protocol for student tracking and planning has not been implemented with fidelity. Teachers need additional support with tracking student progress towards mastery, creating targeted action plans for scholars based on their individual needs. All protocols must be monitored by administration.

Problem Statement 5: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars. **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Problem Statement 6: During instructional and intervention time, targeted small group instruction was not maximized. **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

School Processes & Programs

Problem Statement 2: During instructional and intervention time, targeted small group instruction was not maximized. **Root Cause**: There was a new curriculum implemented during the 2021-2022 school year and the campus administration and instructional leadership team are identifying ways to implement targeted small group instruction with fidelity. The current master schedule does not allow for small group instruction to accommodate the allotted minutes for the new curriculum which was adopted during the 2021-2022 school year.

Problem Statement 3: Data from teachers suggest they need more in class support with their Sped and ELL cluster of scholars. **Root Cause**: In order to close the achievement gap, differentiation is important. Due to a new curriculum, teachers experienced difficulty when assessing scholars to the rigor of STAAR.

Problem Statement 4: Teachers did not effectively internalize the curriculum to provide high quality instruction to scholars. **Root Cause**: PLC was not structured to include all components of the lesson cycle or an opportunity to practice with feedback.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 90% rate .

    Evaluation Data Sources: K-12 Summit survey and teacher summative feedback

Strategy 1 Details	Reviews			
Strategy 1: Marshall Elementary will provide parents with the opportunity to volunteer (read with classes, field day, career day, etc.). We will host two family curriculum events, Goals Setting Night in the fall and Progress Night in the Spring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parents will be given ideas and activities that they can do at home to help their child meet their achievement goals. Parents will partner with us and engage with their students academically at home.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Specialist, Counselors, SSS, and instructional coaches
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 5, 8 - Perceptions 1, 4
	65%			

Strategy 2 Details	Reviews			
Strategy 2: Encourage parents to be active partners in their child's education by increasing parent/community involvement and two-way communication to help support student achievement by providing timely ongoing feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent Orientation, Curriculum nights, and parent workshops to increase parent understanding of how to support students at home and school. Class Dojo will be used to keep parents informed of student progress and other important information. Parents will receive weekly communication from teachers and a monthly campus newsletter.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Specialist, Student Support Specialist, EL Coordinator, Counselor
 	
    TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 5, 8 - Perceptions 1, 4
	65%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

Student Learning
Problem Statement 1: More of our students need to move from APPROACHES to MEETS and MASTERS level on STAAR.   **Root Cause**: Acceleration has not been implemented with fidelity and student data has not been tracked on an ongoing basis to identify area of need.

School Processes & Programs
Problem Statement 5: A large number of community members requested more communication from teachers.   **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.
Problem Statement 8: Campus curriclum events were not well attended by parents.   **Root Cause**: Parent survey results indicate that their schedules did not permit them to attend some campus events.

Perceptions
Problem Statement 1: A large number of community members requested more communication from teachers.   **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.
Problem Statement 4: Campus curriclum events were not well attended by parents.   **Root Cause**: Parent survey results indicate that their schedules did not permit them to attend some campus events.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: K-12 survey, discipline and attendance data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the QuaverSEL program. The QuaverSEL program is aligned with the Texas Counseling Standards and will focus on building skills related to: Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making. Students will engage in social emotional learning lessons during their homeroom class. Teachers will follow a campus-wide calendar.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Successful implementation of the QuaverSEL Lessons will decrease discipline referrals. In addition, children's emotions in school are connected to their learning and academic achievement. Therefore, students will find their voice, understand how to process their own emotions and the emotions of their peers during collaboration. **Staff Responsible for Monitoring:** Our Counselors will create the calendar and map out the lessons for the campus. The Counselor will also monitor to ensure that the lessons are being implemented with fidelity by classroom teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 6, 7 - Perceptions 2, 3	50%			

Strategy 2 Details	Reviews			

Strategy 2: Marshall Elementary will continue educating staff, all students in grades PK-5th, and parents by participating in the following programs:
- No Place For Hate (bullying awareness)
- Red Ribbon Week
- Drug Awareness
- Dream Seekers-(CTE)
- Anti-bullying Week
- College Awareness/Career Day (CTE)
- Kindness Week-Promote Kindness
- Moving on up Day (Grade Level Transition)
 	
    Strategy's Expected Result/Impact: K-12 Survey results from parents and students will provide qualitative data that supports that the majority of our community stakeholders feel safe and their social and emotional needs are being met.
 	
    Staff Responsible for Monitoring: The Counselors will organize events and guidance lessons for students aligned with campus needs, and inform stakeholders about each of the programs.
 	
    Title I:
4.1, 4.2
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 5, 6, 7 - Perceptions 1, 2, 3
	Formative			Summative

	Oct	**Jan**	**Mar**	**June**
	70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: A large number of community members requested more communication from teachers. **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.
Problem Statement 6: Parent survey results indicate that bullying is a concern. **Root Cause**: Marshall did not have a bullying program. Students and parents need to be trained how to differentiate bullying from conflict and how to report bullying.
Problem Statement 7: There has been an increase of student behavior concerns and office referrals. **Root Cause**: Some students have trauma from external factors associated with Covid-19. Other students may have delays in their social development due to isolation or attending school virtually.
Perceptions
Problem Statement 1: A large number of community members requested more communication from teachers. **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.
Problem Statement 2: Parent survey results indicate that bullying is a concern. **Root Cause**: Marshall did not have a bullying program. Students and parents need to be trained how to differentiate bullying from conflict and how to report bullying.

Perceptions
Problem Statement 3: There has been an increase of student behavior concerns and office referrals. **Root Cause**: Some students have trauma from external factors associated with Covid-19. Other students may have delays in their social development due to isolation or attending school virtually.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: The campus will contact Breckenridge HOA to include them in our monthly newsletter and campus communications.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5 - Perceptions 1	20%			
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: A large number of community members requested more communication from teachers. **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.
Perceptions
Problem Statement 1: A large number of community members requested more communication from teachers. **Root Cause**: A large number of teachers were not consistent with communicating with parents in a timely manner.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Strategy 1 Details	Reviews			
Strategy 1: Administration will monitor the passport requirements of A, B, C, and D and send reminders and communicate to staff in a timely. effective manner. **Staff Responsible for Monitoring:** Principal, campus academic specialist, assistant principals, and instructional coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3, 4 - School Processes & Programs 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	10%			
Strategy 2 Details	Reviews			
Strategy 2: Mentors and the Instructional Leadership Team will support and monitor learning passport requirements for staff members. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	10%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 24% of our teachers are not ESL certified.   **Root Cause**: Several teachers have attempted to become certified but have been unsuccessful on the test. Teachers must use differentiated instruction and language objectives to ensure we are reaching all of our diverse learners. Approximately 66 of our students are ESL and 184 are bilingual.

Student Learning
Problem Statement 3: 24% of our teachers are not ESL certified.   **Root Cause**: Several teachers have attempted to become certified but have been unsuccessful on the test. Teachers must use differentiated instruction and language objectives to ensure we are reaching all of our diverse learners. Approximately 66 of our students are ESL and 184 are bilingual.
Problem Statement 4: District of Innovation teachers and 0 year teachers will require addtional support and training t ensure that they are successful.   **Root Cause**: Marshall will have several teachers with 0 years of experience and District of Innovation teachers with no educational backgroud or alternative certification.

School Processes & Programs
Problem Statement 1: District of Innovation teachers and 0 year teachers will require addtional support and training t ensure that they are successful.   **Root Cause**: Marshall will have several teachers with 0 years of experience and District of Innovation teachers with no educational backgroud or alternative certification.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details		Reviews			
Strategy 1: Administrators will attend training and ensure teachers are successfully complete their calibration.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Administrators will know how to support teachers when attending training sessions.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principals **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3		40%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 24% of our teachers are not ESL certified.   **Root Cause**: Several teachers have attempted to become certified but have been unsuccessful on the test. Teachers must use differentiated instruction and language objectives to ensure we are reaching all of our diverse learners. Approximately 66 of our students are ESL and 184 are bilingual.

Student Learning
Problem Statement 3: 24% of our teachers are not ESL certified.   **Root Cause**: Several teachers have attempted to become certified but have been unsuccessful on the test. Teachers must use differentiated instruction and language objectives to ensure we are reaching all of our diverse learners. Approximately 66 of our students are ESL and 184 are bilingual.

State Compensatory

Budget for Marshall Elementary

Total SCE Funds: $11,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The SCE funds will be used to provide after school tutorials and resources for students who are at-risk based on Mclass and MAP results. Staff will use data to targeted specific skills that have not been mastered.

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.
Within the Goals, Performance Objectives, and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic

program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 2-3 strategies.

4.1: Develop and distribute Parent and Family Engagement Policy

This is done at the annual Title 1 meeting with families.

4.2: Offer flexible number of parent involvement meetings

These meetings are offered in person and virtual throughout the year to engage our families as we support students.

Title I Personnel

Name	Position	Program	FTE
Brittani Hatten	Campus Academic Specialist		1