

**Cleburne Independent School District**  
**Marti Elementary School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: August 30, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

The staff, student, and family satisfaction rate is high and student growth and achievement is on the rise. The needs that currently exist revolve around the following : development of a Master schedule that incorporates a WIN (What I Need) time that better utilizes teachers, specialists and paraprofessionals for individualized instruction, development of a PLC that focuses planning time for the development of WIN groups based on strong analysis of student assessments, a strong system of accountability for tracking student outcomes along a continuum of learning toward an appropriately rigorous end of year growth goal, and the development of systems that recognize and honor teachers for the work they do to ensure success of the whole child.

# Demographics

## Demographics Summary

Marti Elementary School is a PK - 4th grade campus serving 456 students. We are a school-wide Tiltle I campus.

### Demographic Breakdown:

White - 50.66%

Hispanic - 31.58% (down 3%)

Black - African American - 7.24% (up 2%)

Multi Race- 7.02% (up 2%)

Native Hawaiian - Pacific Islander - 2.85%

Asian- 0.44%

American Indian- 0.22%

### Program Breakdown:

Dyslexia - 2.85% (down 2%)

GT -3.73% (down 1%)

Regional Day School Program for the Deaf - .22%

Section 504 - 1.97% (down 2%)

Special Education (SPED) - 17.11% (up 3%)

Emergent Bilingual (EB) - 5.04%

English as a Second Language (ESL) - 4.61%

### Student Indicators Breakdown :

At-Risk - 42.98%

Foster Care - 0.88% (new)

Immigrant - 1.10% (new)

Intervention Indicator - 19.96%

Military Connected - 0.88% (down 3%)

EC Disadvantaged Total- 69.74%

Free Meals - 57.24%

Reduced-price Meals - 9.43%

Other EC Disadvantage - 3.07%

Homeless - 3.07% (down 2%)

Shelter - 1.10% (new)

Doubled Up - 1.54% (new)

Hotel/Motel - 44% (new)

Not Unaccompanied Youth - 3.07% (new)

### **Discipline**

Office involved offenses - 154 (51 students)

Teacher documented offenses - 282

### **Teacher/Staff Retention**

87% retention (down 5%)

### **Demographics Strengths**

Marti Elementary enjoys a varied demographic with a focus on equity and inclusivity. Students of all ethnicities, abilities, and socio-economic backgrounds work together in collaborative classrooms across the campus. Family engagement events are highly attended. We provide language supports for students and families during events and meetings, as needed. We have several community partners who help sustain our Caring Closet (new supplies, clothing, and shoes), weekend snack packs, volunteering, etc. We utilize MTSS, PBIS, Character Education, and SEL classes to foster a culture of community and respect.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** SPED populations, At Risk populations, and Homeless populations are rising. **Root Cause:** We are experiencing a general community population growth. As we grow, the number of identified needs and unidentified needs of students also grows.

**Problem Statement 2:** Students are not coming to school prepared for academics and lack foundational skills that contribute to their overall success. **Root Cause:** We are a high EC disadvantaged community. When EC disadvantaged families are focused on the basics (food, shelter, clothing), it is more difficult for these families to spend time/resources on supporting mental stimulation and growth opportunities (reading as a family, learning ABC's/counting, exposure to culture events, etc.)

**Problem Statement 3:** Students are struggling to meet behavior expectations in classrooms as evidenced by a high proportionality of office referrals for incidences and individuals. **Root Cause:** We are a high EC disadvantaged population with substantive transiency. As such these students sometimes come to school lacking some foundational communication, social emotional coping, etc. skills. We have not had a consistent SEL/behavior expectation program on campus for two years to help our staff grow in their abilities to grow these skills in our students.

# Student Learning

## Student Learning Summary

2023 Math STAAR Scores Passing Rate

Grade 3 - 65% (2% decrease from 2022)

Grade 4 - 68%(1% increase from 2022)

Grade 5 - 88% (9% increase from 2022)

2023 Reading STAAR Scores Passing Rate

Grade 3 - 69%%(11% decrease from 2022)

Grade 4 - 76%(2% increase from 2022)

Grade 5 - 80% (1% increase from 2022)

NWEA MAP Math EOY Scores

All Grades - 60% "pass" rate (performing at the 40%ile or higher)

All Grades - 64% of students met growth expectations

NWEA MAP RLA EOY Scores

All Grades - 57% "pass" rate (performing at the 40%ile or higher)

All Grades - 67% of students met growth expectations

## Student Learning Strengths

Fourth and fifth grade students in reading and math continued to experience gains in students achieving Approaches or higher according to state testing. As a whole campus, students are continuing to experience growth gains according to MAP.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 60% of students on average, are meeting individualized growth goals, while 40% are not meeting growth goals. **Root Cause:** The monitoring and analysis of individual student work is not informing future instruction/intervention/challenge.

**Problem Statement 2 (Prioritized):** SPED populations, At Risk populations, and Homeless populations are rising. **Root Cause:** We are experiencing a general community population growth. As we grow, the number of identified needs and unidentified needs of students also grows.

**Problem Statement 3:** Students are not coming to school prepared for academics and lack foundational skills that contribute to their overall success. **Root Cause:** We are a high EC disadvantaged community. When EC disadvantaged families are focused on the basics (food, shelter, clothing), it is more difficult for these families to spend time/resources on supporting mental stimulation and growth opportunities (reading as a family, learning ABC's/counting, exposure to culture events, etc.)



# School Processes & Programs

## School Processes & Programs Summary

Weekly Planning/Data PLCs - Weekly grade level meetings using RELAY framework for planning Tier I instruction.

Professional Learning - All professional learning is rooted in needs as evidenced by walkthroughs, new programming/resources, data analysis/driven-instruction, district mandatory trainings, MTSS, and PBIS. Content of focus this year is TEKS Resource, HMH and Stemscoopes programming, writing instruction, and planning for small group instruction.

Look-fors are updated weekly, and time is scheduled for administration to be in classrooms to provide feedback.

Observation Feedback RELAY model and Cognitive Coaching for coaching new teachers.

Observation Feedback RELAY components and Cognitive Coaching utilized for TTESS observation/conference cycle (Teacher Evaluation)

Leadership Team and Admin Team Meetings are held regularly to garner input and make decisions regarding systems and processes.

Common district assessment and progress monitoring practices help to ensure consistency in evaluation of student performance and growth.

Teacher Classroom Data Trackers capture goal setting, assessment results, and student movement towards growth goals.

Student data trackers and grade level trackers help students be involved in the process of monitoring their own growth.

Monthly staff team building activities and appreciation opportunities allow for positive culture.

After school clubs, field trips, celebrations, etc. allow our students to experience the world outside of their classroom and make connections to their learning.

SPED and MTSS team meetings allow for teachers to be more proactive in planning for goals, accommodations, and supports for struggling learners.

## School Processes & Programs Strengths

Marti is a collaborative and inclusive environment. Staff is encouraged to be a part of making decisions regarding systems and processes, as well as encouraged to take leadership roles. Students and parents report an overall satisfaction rate with the educational opportunities provided to their student, that is very high.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 60% of students on average, are meeting individualized growth goals, while 40% are not meeting growth goals. **Root Cause:** The intentional development of structured time that is focused on individual needs is limited.

**Problem Statement 2 (Prioritized):** SPED populations, At Risk populations, and Homeless populations are rising. **Root Cause:** We are experiencing a general community population growth. As we grow, the number of identified needs and unidentified needs of students also grows.

**Problem Statement 3:** Students are not coming to school prepared for academics and lack foundational skills that contribute to their overall success. **Root Cause:** We are a high

EC disadvantaged community. When EC disadvantaged families are focused on the basics (food, shelter, clothing), it is more difficult for these families to spend time/resources on supporting mental stimulation and growth opportunities (reading as a family, learning ABC's/counting, exposure to culture events, etc.)

# Perceptions

## Perceptions Summary

According to 2023 survey results, Marti families are largely, very satisfied with all processes regarding the education of their children. According to the same year's survey results, the Marti staff also felt a tremendous amount of job satisfaction with very few areas of concern.

## Perceptions Strengths

Marti has a culture that is positive and welcoming.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers are not always feeling acknowledged or appreciated for the daily work. **Root Cause:** There has not been a focus on how to recognize and reward teachers for their efforts on a regular basis.

# Priority Problem Statements

**Problem Statement 1:** 60% of students on average, are meeting individualized growth goals, while 40% are not meeting growth goals.

**Root Cause 1:** The monitoring and analysis of individual student work is not informing future instruction/intervention/challenge.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** SPED populations, At Risk populations, and Homeless populations are rising.

**Root Cause 2:** We are experiencing a general community population growth. As we grow, the number of identified needs and unidentified needs of students also grows.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

# 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Budgets/entitlements and expenditures data

- Study of best practices





# Goals

**Goal 1:** Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

**Performance Objective 1:** Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen Professional Learning Communities - PLCs with clear agendas and outcome expectations for planning forward to break down TEKS/SEs and develop stronger instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> *Student proficiency with grade level TEKS as evidenced by regular formative checks, performance assessments, and unit tests. *Students meeting growth goals on state, district and campus level assessments (STAAR, MAP, Performance Assessments, Unit Tests, and other classroom assessments)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Daily 5, small group instructional opportunities, and WIN time to target areas for support in the development of literacy and math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> *Student proficiency with grade level TEKS as evidenced by regular formative checks, performance assessments, and unit tests. *Students meeting growth goals on state, district, and campus assessments (STAAR, MAP, Performance Assessment, Unit Tests, and other classroom assessments)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District PL Director, Instructional Specialists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

**Performance Objective 2:** Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PLC meetings to analyze student performance data, develop fluid groups for small group/WIN time instruction, and engage in planning conversations (what to teach and how to teach).</p> <p><b>Strategy's Expected Result/Impact:</b> *Student proficiency with grade level TEKS as evidenced by regular formative checks, performance assessments, and unit tests. *Students meeting growth goals on state, district, and campus assessments (STAAR, MAP, Performance Assessment, Unit Tests, and other classroom assessments)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

**Performance Objective 3:** Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Effectively utilize WIN time to provide interventions, practice, and enrichment to all students based on their needs, to possibly include the sharing of students for stronger planning/implementation of instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> *Student proficiency with grade level TEKS as evidenced by regular formative checks and unit tests.                      *Students meeting growth goals on state, district, and campus assessments (STAAR, MAP, Unit Tests, and other classroom assessments).                      *Reduction in students requiring intervention or special programming support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialists, Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2:** All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 1:** Recruit, select, assign, and retain highly-qualified educators and support staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assemble interview committees for openings and develop questions relevant to vacant positions ensuring the best candidate is selected for hire.</p> <p><b>Strategy's Expected Result/Impact:</b> *High quality interview process and background/reference checks process that yields high quality candidates. *Building-wide consensus of what quality instruction and learning look like.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Department, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a formalized system for mentoring, supporting, and coaching of new staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> *Staff survey will reflect a supportive, positive campus culture and climate *Increase in campus staff retention rate *TTESS ratings for teachers are proficient and above, on average *Student assessment data reveals proficiency with grade level TEKS and ability to meet growth goals. *Classroom environments are calm, supportive, and safe for learning as evidenced by district look-for's and TTESS ratings in this domain</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District PL Director, Teacher Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide consistent and regular opportunities to engage staff in activities that recognize their achievements, create camaraderie, and foster a fun/positive environment to support the difficult work they do.</p> <p><b>Strategy's Expected Result/Impact:</b> * Staff feels valued as a group of educational professionals, as evidenced by culture surveys.  * Staff is recognized via monthly staff members/teachers of the month (shared on social media, receive gift bags to show appreciation, etc.).  *Affirmations for specific skills and actions of individual staff members every week in the weekly newsletter.  *Opportunities for leadership in committees that will be responsible for developing functions and processes of the school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, All Staff/Teachers</p> <p><b>Title I:</b>  4.1, 4.2  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 2:** All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 2:** Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus professional learning on small group work to include effective use of WIN time, high leverage instructional strategies, and progress monitoring the development of specific skills that help students meet rigorous end of year goals.</p> <p><b>Strategy's Expected Result/Impact:</b> *Student assessment data reveals proficiency with grade level TEKS and ability to meet growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration, Instructional Specialists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Restorative Practices and PBIS professional learning opportunities for teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> *Staff feel competent in developing and supporting a PBIS</p> <p>*Staff feel competent in running restorative practices circles and helping students develop empathy for one another</p> <p>*Students are better equipped to engage in sustained learning as they are better able to regulate moods and emotions.</p> <p>*Students feel safe and productive as evidenced via student/family surveys.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration, Campus Counselor, Teachers, Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 3:** Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a campus budget aligned with current needs and assessment data to include purchase of materials/ supplies for concrete to representational math and development of foundational math skills, leveled readers libraries across all grades and accessible by all teachers, TEKS Con attendance for staff to continue to grow best instructional practices, and PL for PK teachers to allow them to stay current with early education trends in education.</p> <p><b>Strategy's Expected Result/Impact:</b> *increase in overall achievement and growth across all groups</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration, Campus Leadership Team, Teachers, Campus Bookkeeping Secretary</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 3:** All students will have a safe, supportive, and highly effective learning environment.

**Performance Objective 1:** Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize morning meeting across all classrooms to teach Restorative Circles (empathy and understanding for one another), and engage in problem-solving conversations as a classroom around meeting school-wide expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> *Positive school culture and climate as reflected in staff and student surveys            *Positive school culture and climate as reflected in parent and staff EOY surveys            *Increase in student growth and academic performance due to an increased ability to focus on learning.            *Increased feelings of safety by students due to their increased awareness and empathy for one another.</p> <p><b>Staff Responsible for Monitoring:</b> District administration, Campus administration, staff and teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and utilize in-person guidance lessons to whole classrooms of students, once every 6 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> *Students practice scenarios, expectations, and emotions/feelings words in a regulated setting, in order to self-regulate more successfully in new situations.            *Students experience an overall increase in feelings of safety in school, as evidenced by an increase of positive check-ins, decrease in counseling requests, and general decrease in discipline incidences.            *Increases in learning stamina as students grow in their ability to regulate their emotions and focus on school-work.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus counselor, teachers</p> <p><b>Title I:</b>            2.6, 4.1  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish Six Week Awards Ceremonies in order to more regularly recognize students who are modeling kindness, responsibility, and citizenship, as well as meeting academic growth and achievement expectations, and attending school regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> *Students recognized and supported with positive attention and a focus on growth and development of the whole child. *Staff, students, and families will experience an increase in positivity about their child's educational experiences due to consistent and ongoing focus on positive choices and positive gains.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use of Rhithm for students who are struggling with self-regulation in older grades. Younger grades will use Mood Meter to check in and define how they are feeling every day.</p> <p><b>Strategy's Expected Result/Impact:</b> *Students will be able to better regulate their emotions through customized lessons to match their feelings, struggles, and moods, as the program provides them with immediate skills and strategies, while they await support from the campus counselor or a case manager. *Students will be able to self-regulate more frequently, allowing them to feel supported and allowing them to make more safe choices for the day.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Case Manager, Campus Counselor, LSSP</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop PBIS system to include matrix/tools with common language about school-wide behavior expectations, professional learning for positive behavior intervention, tracking and utilizing discipline trends from Skyward to identify areas of need, utilization of common, positive recognition for students, and developing a tiered level of support programs rooted in MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> *Students will be regularly recognized for making good choices throughout the day.            *Students will experience an increased focus on learning due to consistent behavior expectations.            *Common language for addressing behavior concerns both at school and at home.            *Increased ability for staff to address the behavior needs of students using common language across all settings.            *Students who are struggling to meet expectations will be provided with a consistent, tiered program of support.            *Students will experience an increased level of safety in a campus that is positively and proactively addressing student behaviors, as evidenced by student surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselor, District MTSS Coordinator, Teachers, Staff</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

**Goal 3:** All students will have a safe, supportive, and highly effective learning environment.

**Performance Objective 2:** Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct annual fire, safety, and severe weather drills/inspections as required with an emphasis on stronger use of Raptor for student/staff accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> *Staff and students able to leave the building quickly and safely during a fire/evacuation drill or other incident.                      *Staff and students able to secure their classroom, avoid/defend themselves in an unsafe/intruder event, and escape the building if able to safely.                      *Staff and students are able to seek shelter/protection during an unsafe or weather related incident.                      *Staff and students are quickly accounted for and assistance quickly directed where needed.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Safety and Security, Campus Administration, Local LEA Officials, Teachers, Staff</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Consistently utilize a tiered behavior and response protocol for disciplinary infractions.</p> <p><b>Strategy's Expected Result/Impact:</b> *Staff are able to clearly and consistently identify levels for infraction of behavior expectations and apply appropriate consequences and supports to help students learn safe behavior expectations.                      *Stronger safety systems are developed as a result of staff consistently tracking and reporting infractions of district and school codes of conduct.                      *Decrease in incidences requiring administrative support and overall decrease in offenses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Campus Administration, Campus Counselor, District MTSS Coordinator, Teachers</p> <p><b>Title I:</b>                      2.4, 2.6</p> <p>- <b>TEA Priorities:</b>                      Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fully implement a PBIS for Marti students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> * Increase in overall sense of safety and security as evidenced by end of year student, staff, and family surveys</p> <ul style="list-style-type: none"> <li>* Decrease in disciplinary offenses</li> <li>* Increase in positive contacts to families by staff and admin</li> <li>* Increase in general sense of positive culture as evidenced by end of year student, staff, and family surveys</li> <li>* Increase in classroom engagement as evidenced by increases in academic growth and achievement</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Admin, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</li> </ul>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

**Performance Objective 1:** Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regularly provide family social and educational engagement events in the evenings.</p> <p><b>Strategy's Expected Result/Impact:</b> *Families feeling supported and valued as evidenced by increased attendance and participation in school events.            *Increased communication between families and teachers will yield strong relationships as evidenced by family surveys.            *Stronger student learning engagement due to families being more connected to the school community and supportive of teacher efforts, as evidenced by student achievement and growth on state, district, and classroom assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Parent Family Community Liaison, Teachers, Staff</p> <p><b>Title I:</b>            4.1, 4.2  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and opportunities for parent involvement and community volunteerism (ie. Learning Platforms training, Junior Achievement, classroom instructional volunteering, PTA, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> *Increased family support for school and district initiatives, as evidenced by family surveys.            *Increased family support for student learning as evidenced by students achievement and growth data, and family and student surveys.            *Increased job satisfaction for teachers due to community support as evidenced in staff culture survey.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Parent Family Community Liaison, Teachers, Staff</p> <p><b>Title I:</b>            2.6, 4.1, 4.2  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Partnering with community support to provide Love and Logic parenting classes at nominal cost and with childcare provided.</p> <p><b>Strategy's Expected Result/Impact:</b> *Increase in family sense of partnership with school community as evidenced by end of year surveys *Decrease in student disciplinary offenses</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 4:** Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

**Performance Objective 2:** Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly communication with students, parents, and community members via newsletters, social media, marquis, and website.</p> <p><b>Strategy's Expected Result/Impact:</b> *High attendance/participation at school events. *Increased levels of family to school communication regarding concerns and questions. *Strong relationships between families and teachers, as evidenced by family surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Parent Family Community Liaison, Teachers, Staff</p> <p><b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Actively engage with community partners to identify physical and service needs in the building.</p> <p><b>Strategy's Expected Result/Impact:</b> *Increased community relationships and co-sponsoring of activities that serve both the school community and the community at large. *Increased connections of students and staff to needed resources.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselor, Parent Family Community Liaison, Teachers, Community Leaders</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to develop a strong PTA that meets regularly, engages in fundraising for school needs/purposes, and increases volunteerism for the betterment of school culture and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> *An increase in volunteerism across the campus.            *A base foundation of funding will be established for future school improvement projects.            *Families will feel more connected and involved in the success of the Marti community and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, PTA Board, Parent Family Community Liaison, Parents, Teachers, Staff</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

# State Compensatory

## Budget for Marti Elementary School

**Total SCE Funds:** \$123,352.40

**Total FTEs Funded by SCE:** 2.5

### Brief Description of SCE Services and/or Programs

ESSER funds have also been used to provide student intervention. 5 FTE's cost approximately \$277,910.00.

## Personnel for Marti Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brieden	Academic Interventionist	1
Good	Instructional Aide	1
Martin	EB Specialist	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arriola	Speciaist	Title I	1.00
Martin	Specialist	Title I	.50