

**Big Spring Independent School District**  
**Marcy Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Marcy Elementary Mission Statement is achieved by creating a positive and safe atmosphere that embodies a tradition of excellence.

## Vision

The vision of Marcy Elementary is to create lifelong learners.

## Value Statement

Marcy Elementary

We have PRIDE.

Perseverance - Work hard and never give up

Respect- Treat others how you want to be treated

Integrity- Do the right thing, even when no one is looking

Determination- Determined to succeed

Empathy- Understanding other people's feelings

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	5
School Processes & Programs .....	6
Perceptions .....	7
Priority Problem Statements .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Goals .....	11
Goal 1: At Marcy Elementary, the number of 1st and 2nd grade students reading at or above the "Tier I Focused Instruction 41st - 60th percentile" in Reading as shown on the NWEA MAP assessment will increase from 38% to 65% by the end of the 2024-2025 school year. 2024 goal 50% ; 2025 goal 65% .....	11
Goal 2: Marcy Elementary will develop partnerships with Big Spring business organizations, parents, and community members. ....	13
Goal 3: Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices. ....	15
Goal 4: Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment. ....	20
Goal 5: Marcy Elementary will strictly enforce BSISD Anti-Bullying Policies. There will be a zero tolerance for any act of bullying on Marcy Elementary Campus .....	23
Goal 6: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services. ....	24
State Compensatory .....	30
Budget for Marcy Elementary .....	30
Personnel for Marcy Elementary .....	30
Title I .....	31
1.1: Comprehensive Needs Assessment .....	31
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	31
2.2: Regular monitoring and revision .....	31
2.3: Available to parents and community in an understandable format and language .....	31
2.4: Opportunities for all children to meet State standards .....	31
2.5: Increased learning time and well-rounded education .....	32
2.6: Address needs of all students, particularly at-risk .....	33
3.1: Annually evaluate the schoolwide plan .....	33
4.1: Develop and distribute Parent and Family Engagement Policy .....	33
4.2: Offer flexible number of parent involvement meetings .....	34
5.1: Determine which students will be served by following local policy .....	34
Title I Personnel .....	35
Impact Leadership Team .....	36
Addendums .....	37

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Marcy Elementary is 1 of 3 elementary campuses in the Big Spring Independent School District, and serves approximately 510 students in grades 1st-2nd. Our demographics are; 72% Hispanic, 19% White, 14% African-American, 2% Two Or More Races. 63% of our student population is Economically Disadvantaged.

### Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Providing the best quality instruction is very challenging. **Root Cause:** This challenge is due to the shortage of certified and highly qualified teachers across the state of Texas

# Student Learning

## Student Learning Summary

In the 2022-2023 state accountability system for Texas, Marcy Elementary. Below are the following achievement summaries:

Reading:

1st grade -49%    2nd grade - 48%

Math:

1st grade - 60%                  2nd grade - 64%

## Student Learning Strengths

Marcy Elementary 1-2 grade students improved in their F&P reading levels as evident in the results of the classroom running records. 2nd grade checkpoint averages steadily increased each six weeks. Marcy Elementary will continue an individualized approach to tracking student data using data from NWEA Map, mClass, Amplify and Dreambox computer based programs, benchmark assessments and all checkpoints to improve instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The number of Tier III students in the second grade is greater than the number of Tier I students in the second grade. This causes our Tier I instruction to be less effective due to the amount of scaffolding that must occur. The number of Tier III students needs to decrease by 50% in order to more effectively facilitate classroom and MTSS instruction. **Root Cause:** First grade 49% on grade level in ELAR and Second grade 48% on Grade level for ELAR.

# School Processes & Programs

## School Processes & Programs Summary

Marcy Elementary follows the wishes of the district's Balanced literacy plan: which will align with TEKS Resource System. Marcy Elementary is in it's second year using Eureka Math which utilizes Mid-module and End of Module assessments. Each teacher has been provided additional training and follow-up on district resources as well as campus resources regarding instruction. Teachers also have access to DMAC, NWEA, mClass, Amplify to collect data, when assessing students. Daily PLCs are utilized to improve Tier 1 instruction.

## School Processes & Programs Strengths

Marcy Elementary utilizes the district elementary lesson plan format that focuses on all all tiers of instruction for each lesson, including enrichment activities. Teachers have a common planning period and develop lesson plans as a grade level to ensure the most effective lesson plans are used in the classrooms. Teachers attend daily PLC's for each grade level. Marcy also has an Instructional Coach for grades 1st- 2nd to facilitate PLC's and support teachers in content areas.

All Students are assigned a Chromebook for instructional use.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Marcy Elementary needs to increase Student achievement through a structured curriculum that is grade level appropriate. **Root Cause:** Lack of resources and lack of teacher's content knowledge tp select appropriate resources.

# Perceptions

## Perceptions Summary

Marcy Elementary currently has a site based committee. There is also a campus leadership team with members serving that help focus on areas of need for the campus and help with campus decisions. All teachers and support staff are communicated with to keep programs running smoothly. Teachers have access to the needs of the classroom, both physical items and for training as needed.

## Perceptions Strengths

Marcy Elementary continue to grow a Parent/Teacher/Community engagement for the 2024- 2025 school year. The program will encourage support and collaboration among important stakeholders in our community and school. Marcy Elementary has both a Facebook page and webpage as well as Class Dojo and utilizes these to increase parental/ community communication. Marcy Elementary has numerous activities throughout the year to provide opportunities for students, parents, staff and the community to interact in a positive environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** It is an ongoing challenge to engage parents and community stakeholders and maintain that relationship. **Root Cause:** The demographic realities of our community makes it difficult to foster traditional and in-person gatherings.

# Priority Problem Statements

**Problem Statement 5:** Providing the best quality instruction is very challenging.

**Root Cause 5:** This challenge is due to the shortage of certified and highly qualified teachers across the state of Texas

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** The number of Tier III students in the second grade is greater than the number of Tier I students in the second grade. This causes our Tier I instruction to be less effective due to the amount of scaffolding that must occur. The number of Tier III students needs to decrease by 50% in order to more effectively facilitate classroom and MTSS instruction.

**Root Cause 6:** First grade 49% on grade level in ELAR and Second grade 48% on Grade level for ELAR.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Marcy Elementary needs to increase Student achievement through a structured curriculum that is grade level appropriate.

**Root Cause 7:** Lack of resources and lack of teacher's content knowledge to select appropriate resources.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** It is an ongoing challenge to engage parents and community stakeholders and maintain that relationship.

**Root Cause 8:** The demographic realities of our community makes it difficult to foster traditional and in-person gatherings.

**Problem Statement 8 Areas:** Perceptions



# 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
- 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
- Accountability Distinction Designations
- 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
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals





**Goal 1:** At Marcy Elementary, the number of 1st and 2nd grade students reading at or above the "Tier I Focused Instruction 41st - 60th percentile" in Reading as shown on the NWEA MAP assessment will increase from 38% to 65% by the end of the 2024-2025 school year. 2024 goal 50% ; 2025 goal 65%

**Performance Objective 1:** Marcy Elementary will use specific data dig days to analyze all current, revelent data to inform instruction which will increase the number of students on grade level and/or making at least a year's worth of growth in Reading and Math.

**High Priority**

**Evaluation Data Sources:** Checkpoint Data, NWEA Map scores, mClass, progress ; Dreambox and Amplify data. PLC and vertical alignment collaboration.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will utilize PLC collaboration and training to analyze data and determine individual students needs, such as MTSS, small group, and tutoring. As a result better vertical alignment/ horizontal alignment will occur and will set all students up for academic progress.  <b>Strategy's Expected Result/Impact:</b> Walk Thru Data, STAAR Results, and Checkpoint Data. Mclass Progress Monitor growth <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff  <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 3: Positive School Culture, Lever 5: Effective Instruction <b>- Results Driven Accountability</b>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will include an additional 45 minute PLC grade level meeting time for each grade level. The purpose of this PLC will be to evaluate content specific classroom assessment questions for improvement of relevance and rigor to ultimately improve instruction in the classroom. <b>Strategy's Expected Result/Impact:</b> NWEA Map Data, Checkpoint Results, PLC Agenda, and Lesson Plans. <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff  <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 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Marcy Elementary will utilize a daily 45 minute MTSS period to focus on previously taught TEKS not yet mastered. <b>Strategy's Expected Result/Impact:</b> NWEA Data, Checkpoint Data, Dreambox and Amplify Data and Guiding reading levels, mClass Progress Monitor <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff  <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	Formative		
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**Goal 2:** Marcy Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

**Performance Objective 1:** Marcy Elementary will continue to develop partnerships with local businesses and civic organizations to benefit the students of the campus.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will conduct two civic-minded events to promote relationships between community members and businesses. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets and records from events <b>Staff Responsible for Monitoring:</b> All Marcy Staff  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will solicit businesses to support extrinsic awards for students. <b>Strategy's Expected Result/Impact:</b> Participation Agreements <b>Staff Responsible for Monitoring:</b> Campus Administration  <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, Lever 5: Effective Instruction	Formative		
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**Goal 2:** Marcy Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

**Performance Objective 2:** Parents and community members will experience a positive relationship with Marcy Elementary as evidenced by data (including but not limited to) district disseminated Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will host Meet The Teacher Events and multiple programs encouraging parental involvement. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5, 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	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will promote campus events through campus Facebook page, website and ClassDojo. <b>Strategy's Expected Result/Impact:</b> Facebook Posts, Class Dojo Post <b>Staff Responsible for Monitoring:</b> Campus Facebook Administrators  <b>Title I:</b> 2.4, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
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**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 1:** Marcy Elementary will support comprehensive campus-wide implementation and evaluation of BSISD Curriculum Management Plan

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will utilize a Balanced Literacy approach to instruction. <b>Strategy's Expected Result/Impact:</b> Observations and T-TESS walk throughs, Get Better Faster, and TIL <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff and PLC  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
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**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 2:** Marcy Elementary will promote a systematic and effective use of data to improve instruction.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will conduct BOY, MOY & EOY NWEA Map Assessments, checkpoint and unit assessments to identify individual instructional needs. <b>Strategy's Expected Result/Impact:</b> NWEA Scores, Unit Assessments, & Checkpoint Data <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will utilize instructional components of DMAC to improve instructional best practices. <b>Strategy's Expected Result/Impact:</b> PLC Agendas, War Room, Checkpoint Data, and NWEA Data <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
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**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 3:** Marcy Elementary will develop plans that provide for coordinated school health.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will be represented on the District School Health Advisory Council. (SHAC) <b>Strategy's Expected Result/Impact:</b> Sign-in sheets & minutes from District SHAC meetings. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4 <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	Formative		
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**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 4:** Marcy Elementary will support initiatives to improve campus performance within all indicators of the Performance Based Monitoring System.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will implement Social Contracts in managing student behavior. <b>Strategy's Expected Result/Impact:</b> ILEAD, Student Shout-outs, Walks Thru, TTESS Observations, Teacher Self-Evaluations & Action Plans, and Classroom Environment Surveys <b>Staff Responsible for Monitoring:</b> Campus Administration and all Staff  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will implement and follow a Master schedule focused on tiered instruction and opportunities for tiered support. <b>Strategy's Expected Result/Impact:</b> Master Schedule <b>Staff Responsible for Monitoring:</b> Campus Administration  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 5:** Marcy Elementary's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will utilize Peer-Observations, Mentor Teachers, and New Teacher Academy, Reading Academy, and TIL. <b>Strategy's Expected Result/Impact:</b> Peer-Observation Forms, Mentor Teacher documentation and sign in for New Teacher Academy. <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
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**Goal 4:** Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 1:** Attendance rate goals of 97% will be implemented and monitored at Marcy Elementary utilizing thresholds each 6 weeks as measured by reports generated by TxEIS.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will establish an attendance committee. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Attendance Committee Minutes <b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Committee Members  <b>Title I:</b> 2.4, 2.5, 2.6 <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	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will implement incentive-based promotions to increase attendance rates. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Attendance Committee Minutes <b>Staff Responsible for Monitoring:</b> Campus Administration and Attendance Committee Members  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Nov	Feb	May
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**Goal 4:** Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 2:** 100% of Marcy Elementary instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary staff will complete all required compliance videos by September 30th, 2024. <b>Strategy's Expected Result/Impact:</b> Compliance Video Certificates <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5 - <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 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will receive continuous training through Reading Academy and TIL training.covering reading and literacy instruction throughout the school year. <b>Strategy's Expected Result/Impact:</b> Staff completing Reading Academy and TILand then training others during PLC. <b>Staff Responsible for Monitoring:</b> Campus Administration  <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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
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**Goal 4:** Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 3:** Marcy Elementary will continue to implement campus safety committees and campus-wide discipline management policies and procedures.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will conduct monthly safety drills following district requirements. <b>Strategy's Expected Result/Impact:</b> Required Safety Logs <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4 - <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	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will implement Social Contracts to promote and encourage best behavior. <b>Strategy's Expected Result/Impact:</b> Principal shout outs, Social Contract routines, and "Something Good is Happening at Marcy postcards <b>Staff Responsible for Monitoring:</b> All Marcy Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <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	Formative		
	Nov	Feb	May
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

**Goal 5:** Marcy Elementary will strictly enforce BSISD Anti-Bullying Policies. There will be a zero tolerance for any act of bullying on Marcy Elementary Campus

**Performance Objective 1:** Marcy Elementary will continue to investigate any allegations or incidents related or concern the act of Bullying.

**High Priority**  
**Evaluation Data Sources:** Anonymous Alert Reporting System

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy will implement the ILEAD program with weekly lessons/discussions . Educate student on character traits that promote a positive school environment. Participate in October "Anti Bullying Month" through various activities, class discussion, and targeted lessons (ILEAD)  <b>Strategy's Expected Result/Impact:</b> Reduce bullying behaviors among students. <b>Staff Responsible for Monitoring:</b> All Staff on Campus.  <b>Title I:</b> 2.4, 2.6 <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	Formative		
	Nov	Feb	May
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 1:** Region 18 Education Service Center (ESC) migrant staff participates in the training of trainers (TOT) and ID&R offered by the Texas Education Agency (TEA).

**Evaluation Data Sources:** NGS Reports  
PFS Timeline Report Checklist  
PFS Action Plan

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. <b>Strategy's Expected Result/Impact:</b> NGS Reports PFS Timeline Report Checklist <b>Staff Responsible for Monitoring:</b> Migrant Specialist  <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 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. <b>Strategy's Expected Result/Impact:</b> PFS Action Plan <b>Staff Responsible for Monitoring:</b> Migrant Consultant  <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 5: Effective Instruction	Formative		
	Nov	Feb	May





No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 2:** Communicate the progress and determine the needs of PFS migrant students.

**Evaluation Data Sources:** ESC Works  
SSA Fulfilling Grant Requirements  
MEP Overview Sessions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. <b>Strategy's Expected Result/Impact:</b> SSA fulfilling grant requirements. <b>Staff Responsible for Monitoring:</b> Migrant Consultant Migrant Specialist  <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 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. <b>Strategy's Expected Result/Impact:</b> MEP overview sessions <b>Staff Responsible for Monitoring:</b> Migrant Consultant, Migrant Specialist  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children. <b>Strategy's Expected Result/Impact:</b> Family Contact Log, Preliminary Needs Assessment <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 3:** Provide services to PFS migrant students.

**Evaluation Data Sources:** MEP Activities Sign-In Sheets  
PFS Student Progress Review Form  
Coordination

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities. <b>Strategy's Expected Result/Impact:</b> Priority placement of students. <b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact  <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 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. <b>Strategy's Expected Result/Impact:</b> Increased connections with necessary support programs <b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of programs used to support PFS students <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

# State Compensatory

## Budget for Marcy Elementary

**Total SCE Funds:** \$161,245.00

**Total FTEs Funded by SCE:** 3.6

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

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

## Personnel for Marcy Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Enriquez, Jessica	Assistant Principal	0.3
Flores, Velma	ISS Aide	1
Hughes, Anna	Intervention Aide	1
Seal, Meagan	Counselor	0.3
Yanez, Kori	Campus Technology	1

# Title I

## 1.1: Comprehensive Needs Assessment

Marcy Elementary's Comprehensive Needs Assessment (CNA) is a collaboration of multiple stakeholders including district & campus administration, teachers, staff, parents and students. The CNA is used to guide the creation and revision of the Campus Improvement Plan. Evidence of the CNA process is housed in the Title I Crate.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is created/revised based on the findings and feedback generated during the CNA progress. Upon completion, another stakeholder team reviews/reflects/revises before it is finalized.

## 2.2: Regular monitoring and revision

### ESSA Sec.1112 (b)(1)(A-D)

- Big Spring ISD shall monitor student progress in meeting challenging state academic standards by:
- Using TEKS Resource system to ensure grade level content is taught at the appropriate rigor.
- Collecting student data through various means (academic monitoring, daily exit tickets, checkpoint assessments)
- Using DMAC and Lead4Ward capabilities to track and analyze data.
- Ensure all classrooms have assess high quality instructional materials.
- Providing instructional staff on-going support through professional development and coaching cycles.
- Consistently using instructional programs (such as Mindplay & Dreambox) that target individual student's areas of struggle.
- Using differentiation strategies, such as CBIS, small group instruction to address the varied learning needs of students.
- Providing extended day and summer school opportunities to students who have show to struggle and are at risk of failing.

## 2.3: Available to parents and community in an understandable format and language

Copies of Parents' Right to Know, Parent and Family Engagement Policy, Home-School Compact, the Campus Improvement Plan as well as other documents are available on the district's and campus website in English and Spanish. Copies of each can also be obtained at the front office at each school or at the district's administration office.

## 2.4: Opportunities for all children to meet State standards

### ESSA Sec.1112(b)(3)

Big Spring ISD will carry out its School Support and Improvement activities by:

- providing additional training and support on TIL practices to support campus leaders.
- district curriculum specialists will provide support to ensure effective data analysis and instructional planning.
- targeting specific learning expectations identified as areas of weakness and student struggle.
- focusing on ESF Levers 1.1, 3.1, and 5.1 to improve process and procedures that support student academic achievement
- increasing frequency of intervention activities such as afterschool tutorials and embedding remediation time during the school day.

### ESSA Sec. 1112(b)(8)

Big Spring ISD's Pre-K program is located at Moss Elementary, our PK-Kindergarten campus allowing for an smoother transition between grade levels. All Pre-K activities are locally funded.

## 2.5: Increased learning time and well-rounded education

### SEC. 112(b)(10)(A-B)

Big Spring ISD will implement strategies to facilitate effective transitions from our junior high to high school and from high school to postsecondary education by:

Junior High to High School:

- JH is now offering 5 CTE course for high school credit (PAFNR, Business and Finance, Intro. To Culinary, Digital Media, and Principals of Health)
- Additionally, HS credit can be gained through the offerings of algebra, Spanish I, and 8th art
- Talent Search comes in from WTC to work with students (starting in JH) to locate 1st generation college students and work with them through career exploration, goal setting, and even college visits (follows into HS)
- In introductory CTE course, students learn about a variety of careers and programs of study available to them

From High School to Post-Secondary

- College prep courses are offered
- College visits are encouraged
- CTE courses allow for a number of post secondary positions and resume development through multiple IBC offerings
- TSI offered onsite multiple times during the school year to assist in college admissions
- Additionally, Howard College comes and helps students across grade levels complete Apply Texas
- Talent Search continues to work with and recruit/assist 1st generation college attendees

### ESSA Sec. 1112(b)(11)

Big Spring ISD uses a discipline tracking program that provide regular notifications and alerts to campus & district administration. This assists with monitoring the frequency and duration of removal from instructional environments.

### ESSA Sec. 1112(b)(12)(A-B)

Big Spring ISD provides mutliple pathways for industry certification which focus primarily on industries and work opportunities in the immediate area. Additionally, Big Spring ISD partners with Howard College to offer dual credit opportunities. We do not use Title I, Part A funding to support these programs.

### ESSA Sec. 1112(b)(13)(A-B)

Big Spring ISD begin identifcation of Gifted and Talented students in the Fall of each year, with referral accepted September through November. The screening process follows this time line:

Kindergarten Screening	December
Kindergarten Assessment	January
Kindergarten Parent/Guardian Identification Notification	February
Grades 1-12 Screening and Assessment	January - March
Grades 1-12 Parent/Guardian Identification Notification	April
Parent Submits Campus-Level Appeal Request	Within ten school days of identification notification
Campus-Level Appeals Meeting	Kindergarten - March; Grades 1 through 12 - April
Parent/Guardian Campus-Level Appeal Notification	Within ten school days of appeals meeting
Parent/Guardian Submits District-Level Appeal Request	Within ten school days of campus-level appeal decision notification



<b>Kindergarten Screening</b>	<b>December</b>
Placement Services Begin	Kindergarten services begin on March 1 (or the first day of school after) of the tested school year. Grades 1-11 services will begin the first day of school of the following school year.

Marcy Elementary does not use Title I, Part A funds to support our Gifted and Talented programs or our school libraries.

## 2.6: Address needs of all students, particularly at-risk

### ESSA Sec.1112(b)(3)

Marcy Elementary will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teaching by:

- providing ineffective, inexperienced, or out-of-field teachers with additional support in content, pedagogy and classroom management.
- training campus administrators to provide observational feedback and monitoring its use and effectiveness.
- continuing professional learning communities that meet to discuss lessons, providing on-going support.
- assigning veteran teachers to new and/or uncertified teachers, providing them with training to support efforts.
- actively monitoring uncertified teachers in their progress to obtain degree/certification, providing them with assistance when they show to struggle.
- using instructional coaches to support novice or unprepared teachers through team teaching and lesson modeling.

### ESSA Sec. 1112(b)(4)

Marcy Elementary collects income data using the "Form for Compensatory Education Funding Qualification" that is provided to parents/guardians to complete when registering their child. Based on the information collected regarding SNAP or TANF benefits, foster care status and household income/household members, Big Spring ISD will utilize the state standard for poverty criteria to determine economically disadvantaged students.

### ESSA Sec.1112(b)(5)

At this time, Marcy Elementary does not have students living in local institutions for neglected or delinquent children or neglected and delinquent children in community day school programs.

### ESSA Sec.1112(b)(6)

Marcy Elementary asks that all parents/guardians registering their child to complete a Student Residency Questionnaire. Upon determination of homelessness, Big Spring ISD supports their enrollment, attendance, and success by:

- coordinating with district transportation to ensure students are able to continue attending the school of their origin.
- training campus administration and counselor on how to assess the needs of homeless students so that necessary resources, supplies and service are provided either directly from the school district or through community organizations.
- counseling is provided to students experiencing homeless to address their emotional/mental needs.

## 3.1: Annually evaluate the schoolwide plan

Marcy Elementary uses a committee of stakeholders to review and revise the Campus Improvement Plan each Spring.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Marcy Elementary invites all stakeholders: district & campus administration, teachers, staff, parents and students to develop and/or revise the Parent and Family Engagement Policy each year. The revised documents are available on the campus website and at the front office in both English & Spanish. Marcy Elementary develops their own PFE Policy which they distribute at the beginning of each school year. These are posted to the district and campus website in both English & Spanish. Individuals needing a print copy can request one from the front office.

## 4.2: Offer flexible number of parent involvement meetings

ESSA Sec. 1112(b)(7)

Big Spring ISD will implement effective parent and family engagement by:

- using various means to communicate information to parents, such district/campus websites, district/campus Facebook pages, Blackboard messaging.
- using surveys to solicit feedback from parents and families on topics that they find important.
- inviting parents and families to be part of the decision making process as the district and each campus reviews and refines their Parent and Family Engagement Policy and Home-School Compact as well as when work is done on the Collaborative Comprehensive Needs Assessment and Campus/District Improvement plans.
- the district and each campuses conducts a variety of events to build parent and family relationships.
- the district plans to include additional building capacity sessions on a variety of topics and will encourage each campus to do the same.
- the district employs and parent and family engagement liaison who focuses on the needs of our bilingual and immigrant families, providing weekly informative sessions and English learning services.

## 5.1: Determine which students will be served by following local policy

ESSA Sec. 1112(b)(9)

Big Spring ISD has a School-wide Title I, Part A program where Marcy Elementary and all campuses benefit from the use of Title I, Part A funding.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Xalli Sotelo	Instructional Aide	Title I	1

# Impact Leadership Team

Committee Role	Name	Position
Parent	Ashley Brown	Parent
Parent	Shilo Salazar	Parent
Certified Teacher	Shelley Peacock	SPED Inclusion Teacher
Certified Teacher	Deedee Myers	2nd grade Math Teacher
Certified Teacher	Lisa Hooper	2nd grade Math Teacher
Certified Teacher	Laci Dugan	ELAR Instructional Coach
Certified Teacher	Yvette Perez	Math Instructional Coach
Administrator	Barbra Roberson	Assistant Principal
Administrator	Jessica Enriquez	Assistant Principal
Non Classroom Professional	Meagan Seal	Counselor
Administrator	Treena Foster	Principal

# Addendums

Marcy Elementary	
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2024-2025 State Compensatory	
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The goal of the State Compensatory Education (SCE) programs is to provide funding to reduce disparity in performance assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

[illegible]

**2024-2025 Marcy ESSA Consolidated Grant Funds****Title I**

Title I funds are utilized in BSISD to improve school-wide programs for all students. Additionally, Title I funds are used encourage parent, family and community involvement by creating a welcoming environment meant to educate stakeholders on the policies and procedures that pertain to our schools. This includes federal and state policies that affect instruction across the district.

FUND	FUNC	OBJ	SUB	ORG	YEAR	PIC	ED-SPAN	PROJ-DTL	DESCRIPTION	APPR.
211	11	6129	25	110	5	30	0	00	Intervention Aide	\$15,349.00
211	11	6141	25	110	5	30	0	00	Medicare	\$223.00
211	11	6142	25	110	5	30	0	00	Group Health & Life Insurance	\$5,400.00
211	11	6146	25	110	5	30	0	00	Teacher Retirement	\$1,305.00
211	13	6219	25	110	5	30	0	01	Professional Services	\$1,800.00
211	61	6499	25	110	5	30	0	00	Parent/Family Engagement	\$765.00

**Title II**

Title II funds are utilized in BSISD to improve educator quality and effectiveness by providing high quality and proven effective professional development to all teachers. Additionally, campuses are provided funding to provide additional support to novice teachers in the form of mentors and instructional coaches. These efforts and supports are specific, job-embedded and on-going intended to improve instruction and retain teachers.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	25	110	5	24	0	00	Dept. Heads, Instructional Coaches & Mentors	\$6,650.00
255	13	6141	25	110	5	24	0	00	FICA	\$118.00
255	13	6146	25	110	5	24	0	00	TRS	\$693.00

**Title III**

Title III funds are utilized in BSISD to support the needs of our Emergent Bilingual population by providing the necessary resources and supplies that aid in English language acquisition. Additionally, funds are utilized to provide professional development to teachers who instruct our EB students as well as lessons and other parent involvement opportunities for our parents of EB students. All Title III money is utilized at the district level.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr

**Title IV**

Title IV funds are utilized in the same manner in which we use our other Title funds since we are a district that engages in a transfer of funds to these other Titles. Additionally, Title IV funds are used to directly support our Safety and Security department by providing a portion of the salary for our safety and security instructional technology specialists.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	25	110	5	24	0	00	Instructional Resources/MediaServices	\$109.00