

Grand Prairie Independent School District
Marshall Elementary Leadership Academy
2024-2025 Campus Improvement Plan



Mission Statement

Marshall Leadership Academy develops tomorrow's leaders through strong academics, rigorous instruction and loving relationships. We foster successful achievers who are confident in their abilities to create a vision, seek to positively influence, work in service and strive to develop the vision in cooperation with others and our school community.

Vision

We empower students with the academic and leadership skills for the present and future success.

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2024

Demographics

Demographics Summary

587 enrolled students. Student Ethnicities are: Hispanic - 70%, AA - 20%, Asian - 3%, White - 4%, 2 or more - 3%, American Indian - 1%

SPED - 12.95%, ELL - 34.41%, At Risk- 54.34%, Eco disadvantaged- 63.71%

Marshall Leadership Academy serves approximately 590 students from Pre-K to 5th grade as both a community school and school of choice. Stakeholders include teachers, parents, students, family members, and community members, who are encouraged to participate in the PTA and various school events. The Campus Improvement Committee ensures stakeholder involvement in campus planning.

Special programs emphasize leadership through a house system with rallies, clubs, and school-wide jobs. Technology is accessible to all, and a CTE teacher engages students in video production. The teaching staff has a range of experience, with most having over 5 years of teaching experience, and certifications in ESL and Gifted & Talented (GT) education.

The community is diverse, primarily middle-class, with both renters and owners of varied educational backgrounds. Discipline issues increase with age, with 5th-grade boys having the most referrals. Last year, teacher retention was around 50%, with many leaving the district or profession, or receiving promotions. The average class size is 20:1.

Key data points such as student demographics, attendance, mobility, and participation in special programs (e.g., special education, at-risk, migrant, and English learners) are being gathered for further analysis.

Demographics Strengths

Several strengths can be identified from the provided information:

- **Strong Stakeholder Involvement****: The school encourages active participation from teachers, parents, students, and community members through the PTA and Campus Improvement Committee, promoting a collaborative environment.
- **Leadership Development Programs****: The house system, leadership roles, and school-wide jobs offer students valuable opportunities to build leadership skills and foster a sense of responsibility from a young age.
- **Access to Technology****: All students have access to technology, and the CTE teacher enhances learning through video production, preparing students for future digital literacy and creative skills.
- **Experienced Staff****: Most teachers have over 5 years of experience, providing stability and expertise to the learning environment. The presence of ESL and GT-certified teachers ensures diverse student needs are being addressed.

5. ****Diverse Community Representation****: The school serves a broad socioeconomic and educational spectrum, which enriches the community and creates opportunities for inclusive learning experiences.
6. ****Class Size Management****: The average class size of 20:1 allows for more personalized instruction and stronger student-teacher relationships, contributing to a supportive learning environment.
7. ****Behavioral Insights and Focus on Attendance****: The school tracks discipline trends and attendance patterns, and it implements incentives like no-tardy parties to encourage positive behaviors and reduce truancy, which strengthens school culture and accountability.

These strengths reflect a well-rounded educational approach that emphasizes community, leadership, technology, and personalized instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student Attendance: 12 Truancy letters have been generated as of 9/18/24 and sent to 5 families. 2 more will go out 9/25/24 to 2 families. At the end of 23-24, Marshall chronic attendance rate was 15.3%.

Root Cause: Parents are not prioritizing their student's attendance at school. Choice parents are not being held accountable to meet the criteria of schools of choice for renewed acceptance at Marshall.

Problem Statement 2 (Prioritized): Teacher Experience Imbalance: While many teachers have 5+ years of experience, there is a wide range from 1 to 30 years of teaching experience. This variance may lead to inconsistencies in instructional quality and mentorship, especially for less experienced teachers who may need additional support and professional development.

Root Cause: Marshall has 16 teachers new to the campus/district of which 4 are new to the profession.

Student Learning

Student Learning Summary

- **Parent Perspective**: A parent noted that their child is slightly behind academically due to inconsistent teaching caused by teachers leaving mid-year and being replaced by substitutes over the last two years.
- **Performance Comparison**: Marshall Elementary is not performing as well as other schools in the district, with the district itself facing challenges. A key focus district-wide is on accountability for both teachers and students, and discussions are taking place around improving student achievement.
- **Subgroups and Data Concerns**: Mr. Heine expressed concern about subgroups (e.g., 4th-grade African American students) under-performing compared to general education students. Fourth-grade math scores from the 2023-2024 school year were particularly low, and Mr. Heine wants to investigate whether this is a recurring issue or specific to a group of students.
- **STAR Performance Decline**: Student performance on STAR tests has decreased over the years, and individual student growth across the campus is weak. There is a need to improve individual student learning and classroom instruction.
- **Testing Comparisons**: Formative and summative assessments show mixed results, with some students performing better on summative exams. Improving group work tailored to specific student skills is suggested for improving outcomes.
- **Campus Goals**: Mr. Heine aims for Marshall to rank in the top 3 schools in summative testing, though the current results indicate the school is far from that goal. For example, 1st-grade RLA scored only 6 out of 21 on Q2 assessments.
- **Math vs. Reading Performance**: STAAR reading scores are consistently higher than math scores.
- **Support for At-Risk Students**: Programs such as RTI intervention, tutoring (including after-school sessions by retired teachers), and enrichment groups have been implemented to support struggling students. RTI uses MAP data to identify and target the bottom 20% of students, with Tier 3 intervention for the bottom 5%.
- **Teacher Effectiveness**: Classroom observations show a strong correlation between teacher effectiveness and student success. More effective teachers are producing better student outcomes. Teachers struggling with performance are supported through administrative guidance, iCoach, PLCs, and ongoing professional development.

- ****Teacher Feedback****: Teachers are requesting more detailed feedback after walkthroughs, including strengths and areas for growth, preferably through Edugence or email.

Student Learning Strengths

1. **Parental Involvement and Awareness**: The parent is clearly engaged in their child's education and aware of the challenges, particularly related to teacher turnover and its impact on learning. This involvement provides a strong foundation for collaboration between the school and family.
2. **District-Wide Focus on Accountability**: The district's focus on accountability for both teachers and students signals a proactive approach to addressing academic challenges, fostering an environment where continuous improvement is a priority.
3. **Identification of Areas for Growth**: Mr. Heine's emphasis on analyzing subgroup performance, such as the 4th-grade math underperformance, demonstrates a data-driven approach to understanding which students need the most support. The focus on subgroups, including African American students, highlights the school's commitment to equity in education.
4. **Awareness of Performance Trends**: The notes show a strong awareness of the school's declining Star performance and individual student growth, setting the stage for targeted interventions. This highlights the school's commitment to improving both campus-wide and individual academic success.
5. **Tailored Instruction and Grouping Strategies**: The school's use of grouping students to work on specific skills and tailoring instruction to meet individual needs is a strength. This approach aligns with best practices in differentiated instruction, ensuring that teaching is more personalized.
6. **Clear Goals for Improvement**: Mr. Heine's goal to place Marshall in the top 3 schools for summative testing shows a clear vision for academic excellence, motivating staff to aim higher and create strategies to improve student outcomes.
7. **Comprehensive Support for Struggling Students**: The school has implemented various programs such as RTI interventions, tutoring by paid/retired teachers, and after-school tutoring, which provide crucial academic support to at-risk and struggling students. These programs demonstrate the school's proactive approach to student achievement.
8. **Data-Driven RTI Process**: The use of MAP data to place students in RTI tiers, with documentation tracked in Edugence, highlights a systematic and data-driven approach to identifying and supporting struggling learners.
9. **Effective Teacher Correlation**: A clear understanding that more effective teachers create more successful students showcases the importance of strong instruction. This reinforces the need for classroom observations and professional development to enhance teacher performance.
10. **Support and Development for Teachers**: The school offers multiple layers of support for teachers who are not performing effectively, including admin support, coaching, PLC meetings, PD, and mentorship. This structured support system ensures continuous teacher improvement.
11. **Feedback Loop for Teachers**: Teachers' requests for more detailed feedback during walkthroughs indicate a culture of openness and a desire for professional growth, fostering a learning environment for educators to improve instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative

testing reveals gaps in writing proficiency.

Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills.

Problem Statement 2 (Prioritized): Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring.

Root Cause: Marshall teachers lack the skills to provide individualized/small group data-driven instruction.

Problem Statement 3 (Prioritized): Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress.

Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

School Processes & Programs

School Processes & Programs Summary

Recruitment and Hiring Process:

- Recruitment through interviews, job fairs, and reference checks.
- A two-phase interview process is implemented, incorporating the "True Colors" personality assessment.

Clarity of Roles and Responsibilities:

- Varies by topic, but clarity is encouraged by learning both personal and others' responsibilities.

Alignment of Educator Strengths with Student Needs:

- Educator placement is based on classroom needs first, followed by individual strengths.
- Professional Learning Communities (PLCs) and professional development help align strengths, though walkthrough feedback suggests improvement is needed.

Professional Learning Opportunities:

- PLCs, professional development (PD), staff meetings, co-teaching, learning walks to other campuses, and coaching cycles.

Teacher Evaluations:

- Teacher evaluations do not fully align with summative data yet. More detailed feedback is needed.

Understanding of the Campus Needs Assessment (CNA) Committee:

- Staff participates in campus improvement meetings and surveys to provide input.

Stakeholder Involvement:

- Stakeholders provide input and help update the Campus Improvement Plan.

Systems for Tracking Progress:

- MAP assessments, exit tickets, data folders, personal goals, T-TESS, and Campus Improvement Committee meetings are used to track progress.

Support for At-Risk Students:

- Support includes enrichment time, tutors, paraprofessionals, and inclusion teachers.

Blending Learning Experiences and College Readiness:

- SEL lessons, career week, college dress-up days, suicide prevention week, and college banners are part of the approach.

Data-Driven Lesson Planning:

- Lesson planning incorporates formative assessments and interventions, guided by PLC questions.

Equity of Services:

- Multiple leadership opportunities are available to all students.

Transition Procedures for Students Moving Campuses:

- 5th graders are given options and participate in application processes, middle school visits, and field trips.

Classroom Management:

- A behavior matrix, buddy classroom support, house points, and rallies help manage behavior.

Data on Bullying and Child Safety:

- Suicide assessments and bullying data are monitored.

Alignment of Programs with Vision and Mission:

- Leadership opportunities, newsletters, and safety protocols (Raptor system, drills, school officers) are in place to align with the school's vision, mission, and goals.

School Processes & Programs Strengths

1. ****Comprehensive Recruitment Process****: The use of interviews, job fairs, reference checks, and a two-phase interview process ensures thorough evaluation and recruitment of high-quality educators.
2. ****Collaborative Learning Opportunities****: A strong focus on professional development through PLCs, co-teaching, learning walks, and coaching cycles supports continuous teacher growth and collaboration.
3. ****Support for At-Risk Students****: Enrichment programs, tutors, paraprofessionals, and inclusion teachers provide targeted support to ensure at-risk students have the resources they need to succeed.
4. ****Data-Driven Instruction****: The use of MAP assessments, exit tickets, data folders, and PLCs ensures that instruction is guided by data and tailored to meet student needs.
5. ****Focus on Student Leadership and Equity****: Providing multiple leadership opportunities and ensuring equity of services demonstrates a commitment to empowering all students and promoting inclusivity.
6. ****Strong SEL and College Readiness Programs****: The integration of SEL lessons, career week, college dress-up days, and suicide prevention week shows a focus on students' emotional well-being and future readiness.
7. ****Effective Classroom Management****: The behavior matrix, buddy classroom support, and house points system create a structured and positive environment for managing student behavior.

8. ****Comprehensive Safety Measures****: The school's alignment with district safety protocols, regular drills, and the presence of a school officer reflect a strong commitment to student safety.
9. ****Stakeholder Engagement****: Input from stakeholders in updating the Campus Improvement Plan ensures community involvement and shared responsibility in school improvement.
10. ****Smooth Transition Processes****: The school provides 5th graders with multiple options, middle school visits, and field trips to ensure smooth transitions to the next stage of their education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher Evaluation Alignment: Teacher evaluations currently do not fully correlate with summative data. Implementing a more consistent feedback system and ensuring evaluations reflect overall performance and student outcomes would improve teacher growth.

Root Cause: Inconsistency in classroom walkthroughs and completing the coaching cycle with fidelity

Problem Statement 2 (Prioritized): Admin was inundated with behavior issues in the office last year, and it resulted in lost time working on instruction in classrooms and PLCs.

Root Cause: Behavior Management Consistency: The campus has implemented a behavior matrix and set clear expectations for teachers regarding their behavior management as a whole.

Perceptions

Perceptions Summary

The school fosters a positive and nurturing learning environment characterized by strong relationships, a rich curriculum, and a sense of safety and belonging for both students and staff. Students view their teachers as caring and engaging, participating in both educational and fun activities that create a supportive atmosphere. The staff is committed to delivering a content-rich curriculum, ensuring that students receive a robust education. Safety is a priority, with regular drills and clear protocols in place, and students are given leadership opportunities through roles like classroom helpers and student council, which help build a sense of belonging.

Teacher satisfaction remains high, despite the occasional turnover due to workload and stress. Many teachers are deeply committed to the school, with several having been on campus for over three years. Collaboration and mutual support among staff are essential, with teachers working closely in teams and feeling backed by the administration. Mentorship programs provide additional support for new and struggling teachers, who benefit from the guidance of peers and instructional coaches. There is also recognition of the importance of having mentors who are not active teachers to help alleviate workload pressures.

Students are highly engaged, excited about school activities like dress-up days and house rallies, and they feel well-supported by their teachers and the school counselor. Restorative practices are employed to resolve conflicts, contributing to a positive school culture. Parents and the community are actively involved in the school, feeling welcomed through opportunities to visit and participate in events like literacy nights and family engagement activities. Communication with families is effective, using various channels including newsletters and Class Dojo, with materials translated into Spanish to ensure inclusivity.

Safety and well-being are top priorities, with strong safety protocols, supervision, and frequent drills. An anti-bullying campaign, alongside STOPit reporting tools and monthly guidance lessons led by the school counselor, help maintain a safe environment. The school is dedicated to inclusive practices, ensuring that non-English speaking families have access to translated materials and district services. Overall, the school's strengths lie in its strong sense of community, dedicated staff, and focus on student engagement, safety, and well-being.

Perceptions Strengths

Positive School and Learning Environment:

- **Good Relationships:** Students describe their teachers and staff as caring, engaging, and supportive. Teachers participate in fun and educational activities with students.
- **Rich Content:** Staff emphasize that the school offers a content-rich curriculum.
- **Sense of Safety and Belonging:** Both students and staff feel safe on campus due to regular safety drills and clear protocols. Students are also given opportunities to feel like they belong, through leadership roles like school jobs, classroom helpers, and student council.

Teacher Satisfaction and Retention:

- **Teacher Commitment:** Despite some turnover attributed to workload and stress, many teachers want to teach at the school, with several returning staff members who have been on campus for over three years.
- **Supportive Work Environment:** Teachers feel supported by their grade-level teams and the administration. They lean on each other for help, which fosters collaboration and team spirit.

Support for New and Struggling Teachers:

- **Mentorship Programs:** New and struggling teachers receive mentorship from peers, grade-level team leads, and instructional coaches. There is recognition of the need for

mentors who are not active teachers to alleviate workload concerns.

Student Engagement and Support:

- **High Engagement:** Students express excitement about school activities like dress-up days and house rallies, indicating they enjoy coming to school. They feel supported emotionally, academically, and physically by their teachers and the school counselor.
- **Conflict Resolution:** Restorative practices are used to address student conflicts, which helps in reducing issues and fostering a positive school culture.

Parent and Community Involvement:

- **Welcoming Environment:** Parents report feeling welcomed, with opportunities to visit the school, such as eating lunch with their children and participating in school events like literacy nights and family engagement activities.
- **Effective Communication:** The school communicates through multiple channels, including newsletters, flyers, Class Dojo, and translations for non-English speaking families, ensuring families stay informed.
- **Parent and Community Engagement:** The school provides pathways for parents to get involved through the PTA and community events, and measures participation through attendance data.

Student Safety and Well-being:

- **Robust Safety Protocols:** There are clear and well-implemented safety systems in place, including supervision at arrival and dismissal and frequent safety drills.
- **Bullying Prevention:** The school has an anti-bullying campaign, uses STOPit reporting tools, and holds monthly guidance lessons led by the school counselor.

Inclusive Practices:

- **Bilingual Communication:** The school ensures communication is accessible to non-English speaking families by offering translated materials in Spanish and using district translation services.

These strengths highlight a strong community atmosphere, dedicated teaching staff, and a focus on student engagement, safety, and well-being.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication from administration does not align with stakeholder preferences, leading to inefficiencies in understanding key information.

Root Cause: Campus principal is new to Marshall and to elementary

Problem Statement 2 (Prioritized): Our front office customer service has led to complaints being filed with both the central office and the principal by parents.

Root Cause: Lack of training for front office staff, clear expectations from the principal, and systems of accountability and frequent review of performance.

Priority Problem Statements

Problem Statement 1: Student Attendance: 12 Truancy letters have been generated as of 9/18/24 and sent to 5 families. 2 more will go out 9/25/24 to 2 families. At the end of 23-24, Marshall chronic attendance rate was 15.3%.

Root Cause 1: Parents are not prioritizing their student's attendance at school. Choice parents are not being held accountable to meet the criteria of schools of choice for renewed acceptance at Marshall.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teacher Experience Imbalance: While many teachers have 5+ years of experience, there is a wide range from 1 to 30 years of teaching experience. This variance may lead to inconsistencies in instructional quality and mentorship, especially for less experienced teachers who may need additional support and professional development.

Root Cause 2: Marshall has 16 teachers new to the campus/district of which 4 are new to the profession.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency.

Root Cause 3: Marshall does not have consistent writing instruction that is tailored to address specific writing skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring.

Root Cause 4: Marshall teachers lack the skills to provide individualized/small group data-driven instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress.

Root Cause 5: There has been inconsistency in the culture and expectations for teachers on the campus.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teacher Evaluation Alignment: Teacher evaluations currently do not fully correlate with summative data. Implementing a more consistent feedback system and ensuring evaluations reflect overall performance and student outcomes would improve teacher growth.

Root Cause 6: Inconsistency in classroom walkthroughs and completing the coaching cycle with fidelity

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Admin was inundated with behavior issues in the office last year, and it resulted in lost time working on instruction in classrooms and PLCs.

Root Cause 7: Behavior Management Consistency: The campus has implemented a behavior matrix and set clear expectations for teachers regarding their behavior management as a whole.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Communication from administration does not align with stakeholder preferences, leading to inefficiencies in understanding key information.

Root Cause 8: Campus principal is new to Marshall and to elementary

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our front office customer service has led to complaints being filed with both the central office and the principal by parents.

Root Cause 9: Lack of training for front office staff, clear expectations from the principal, and systems of accountability and frequent review of performance.

Problem Statement 9 Areas: Perceptions

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback. Strategy's Expected Result/Impact: By June 2025, Marshall will see a 5% decrease in in-school suspension (ISS from 13 to 11), Out of school suspension (OSS from 0 to 0), and Disciplinary Alternative Education Program (DAEP from 1 to 2) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices. Staff Responsible for Monitoring: Principal, AP, Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3				

Strategy 2 Details		Reviews			
Strategy 2: Marshall will implement the Leader In Me campus program with fidelity. Strategy's Expected Result/Impact: Students will increase in their capacity to live out and model the 7 habits of highly effective people, resulting in improved behavior and interpersonal conflict. Staff Responsible for Monitoring: Administration, counselor, Leader in Me team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 Funding Sources: - 211 - Title 1		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student Attendance: 12 Truancy letters have been generated as of 9/18/24 and sent to 5 families. 2 more will go out 9/25/24 to 2 families. At the end of 23-24, Marshall chronic attendance rate was 15.3%. Root Cause: Parents are not prioritizing their student's attendance at school. Choice parents are not being held accountable to meet the criteria of schools of choice for renewed acceptance at Marshall.
Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/small group data-driven instruction. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.
School Processes & Programs
Problem Statement 2: Admin was inundated with behavior issues in the office last year, and it resulted in lost time working on instruction in classrooms and PLCs. Root Cause: Behavior Management Consistency: The campus has implemented a behavior matrix and set clear expectations for teachers regarding their behavior management as a whole.

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Strategy 1 Details	Reviews			
Strategy 1: The Campus will complete 100% of the required emergency drills as set by state mandates; complete 100% of weekly door checks with an average of 0% human error; maintain secured exterior doors and locked classroom doors, resulting in zero TEA IDA findings or notations (Phase 1 and Phase 3); All safe and supportive school team members (behavioral threat assessment) have completed mandated BTAM training. Strategy's Expected Result/Impact: By June 2025, the students' and family's perception of the physical and psychological safety at Marshall will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Marshall will clearly communicate our campus and visitor safety protocols with families via weekly parent newsletters, and enforce our safety protocols with visitors and families while maintaining world class customer service. Strategy's Expected Result/Impact: Families' perception of the safety of the campus will improve dramatically. Staff Responsible for Monitoring: Administration, secretary Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement. Strategy's Expected Result/Impact: By June 2025, Marshall will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 48% to 52%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3				
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills. Strategy's Expected Result/Impact: Marshall will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 46% to 49% by June of 2025. (HB3 Goal) Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3				
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM. Strategy's Expected Result/Impact: By June 2025, Marshall will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 42% to 45%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction. Strategy's Expected Result/Impact: Marshall will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 41% to 44% by June of 2025. (HB3 Goal) Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3				
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills.

Student Learning

Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. **Root Cause:** Marshall teachers lack the skills to provide individualized/small group data-driven instruction.

Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. **Root Cause:** There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed. Strategy's Expected Result/Impact: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 43% to 46%; Math: 38% to 41%). Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Measurable Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 53% to 57%). Staff Responsible for Monitoring: Administration and icoach Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills.
Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction.
Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers are trained and utilize research-based effective instruction to meet student needs. Strategy's Expected Result/Impact: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 54% to 58%). Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/small group data-driven instruction. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning. Strategy's Expected Result/Impact: By June 2025, the percentage of Marshall students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 56% to 59%; Math from 47% to 50%). Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 8 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning. Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 53% to 60%). Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Measurable Objective 9 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction.

Student Learning
Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: Plan and deliver lessons using methods that connect language learning with content instruction, as outlined in the English Language Proficiency Standards (ELPS). Language focus methods encompass comprehensible input, differentiated instruction, and structured support. Strategy's Expected Result/Impact: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 10 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills.
Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction.
Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide prescriptive instructional services and interventions to address English Learners' needs. Set Baseline in Reading and Math with the MAP assessments to determine individual student needs and assign to small groups for intensive interventions. Strategy's Expected Result/Impact: Academic growth for English Learners to advance one or more levels on state assessments. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3				
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 11 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers complete professional development including, but not limited to, the hours outlined in the district's PD requirements Strategy's Expected Result/Impact: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 12 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/small group data-driven instruction. Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: GPISD Elementary School will ensure students can explain, justify, and model scientific concepts by providing phenomena-driven, hands-on, student-centered activities that incorporate authentic opportunities for reading, writing, and discourse. Strategy's Expected Result/Impact: By June 2025, Marshall will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 13 Problem Statements:

Student Learning
Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction.
Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on enhancing source reading and analysis through visual and reading strategies, along with regular exposure to primary and secondary sources. It incorporates research-based instructional practices and inquiry methods, such as "Read, Write, Think like" frameworks, DBQs, and collaborative group work. Writing is elevated by integrating Short Constructed Response items and providing feedback. Social Studies will be taught with fidelity daily, and must be social studies standards-based. Strategy's Expected Result/Impact: By June 2025, Marshall will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum. Staff Responsible for Monitoring: Administration and icoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 14 Problem Statements:

Student Learning
Problem Statement 1: Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency. Root Cause: Marshall does not have consistent writing instruction that is tailored to address specific writing skills. Problem Statement 2: Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring. Root Cause: Marshall teachers lack the skills to provide individualized/ small group data-driven instruction.

Student Learning
Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. Root Cause: There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
Strategy 1: Elementary campuses will review Beginning of the Year parent survey responses to design family engagement activities that are customized to the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly data report to monitor and assess participation levels. Strategy's Expected Result/Impact: By June 2025, Marshall will increase overall family engagement participation by 20% campus events by implementing family engagement initiatives and strategies. Staff Responsible for Monitoring: Principal, AP, and Counselor Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Communication from administration does not align with stakeholder preferences, leading to inefficiencies in understanding key information. Root Cause: Campus principal is new to Marshall and to elementary Problem Statement 2: Our front office customer service has led to complaints being filed with both the central office and the principal by parents. Root Cause: Lack of training for front office staff, clear expectations from the principal, and systems of accountability and frequent review of performance.

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish clear goals for teachers to complete badges required to become an Apple teacher; utilize the campus instructional technology specialist in PLCs to model best practices, tailor technology integration to subject-specific needs, and foster a supportive environment for teachers to explore innovative instructional strategies; monitor progress; and regularly review and adjust strategies based on feedback. Strategy's Expected Result/Impact: Marshall will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data. Staff Responsible for Monitoring: Administration, icoach, IMS Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3	35%	50%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 1 Problem Statements:

Demographics

Problem Statement 2: Teacher Experience Imbalance: While many teachers have 5+ years of experience, there is a wide range from 1 to 30 years of teaching experience. This variance may lead to inconsistencies in instructional quality and mentorship, especially for less experienced teachers who may need additional support and professional development. **Root Cause:** Marshall has 16 teachers new to the campus/district of which 4 are new to the profession.

Student Learning

Problem Statement 3: Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress. **Root Cause:** There has been inconsistency in the culture and expectations for teachers on the campus.

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Establish clear expectations for 100% of campus staff to complete required Cybersecurity training provided through Vector solutions; utilize the campus cybersecurity champion to provide professional development on cybersecurity and data privacy practices throughout the year; adhere to the district Software Approval Process for implementation of any programs purchased or implemented at the campus level to ensure compatibility with district infrastructure, cybersecurity, and data privacy practices. Strategy's Expected Result/Impact: By June 2025, Marshall will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%. Staff Responsible for Monitoring: Administration, IMS Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 2 Problem Statements:

Demographics
Problem Statement 2: Teacher Experience Imbalance: While many teachers have 5+ years of experience, there is a wide range from 1 to 30 years of teaching experience. This variance may lead to inconsistencies in instructional quality and mentorship, especially for less experienced teachers who may need additional support and professional development. Root Cause: Marshall has 16 teachers new to the campus/district of which 4 are new to the profession.

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
Strategy 1: Marshall will host a career day including guest speakers and booths for different fields. Strategy's Expected Result/Impact: Increase in awareness and exposure of our students to different career opportunities Staff Responsible for Monitoring: Counselor, Principal Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A	45%	80%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Elementary counselors will facilitate monthly CTE exposure activities developed by Career and Technical Education. The CTE administration team will track activity completion and effectiveness. Elementary campuses (5th graders) will visit the CTE Exploration Center during the 24-25 school year. Strategy's Expected Result/Impact: Increase in the number of middle school students who enter CTE programs. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student Attendance: 12 Truancy letters have been generated as of 9/18/24 and sent to 5 families. 2 more will go out 9/25/24 to 2 families. At the end of 23-24, Marshall chronic attendance rate was 15.3%. Root Cause: Parents are not prioritizing their student's attendance at school. Choice parents are not being held accountable to meet the criteria of schools of choice for renewed acceptance at Marshall.

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

Strategy 1 Details		Reviews			
Strategy 1: Marshall counselor will facilitate monthly CTE exposure activities developed by Career and Technical Education. The CTE administration team will track activity completion and effectiveness. Marshall 5th graders will visit the CTE Exploration Center during the 24-25 school year. Marshall administration will work with middle school administration to track, target, and maintain 5th grade feeders. Strategy's Expected Result/Impact: Improved pipeline for 5th grade to 6th grade placement in schools of choice and programs of choice, especially CTE. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Admin was inundated with behavior issues in the office last year, and it resulted in lost time working on instruction in classrooms and PLCs. Root Cause: Behavior Management Consistency: The campus has implemented a behavior matrix and set clear expectations for teachers regarding their behavior management as a whole.

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will establish and support vertical teams across all grade levels to ensure seamless curriculum alignment. These teams will work to align the curriculum with Advanced Placement (AP), ACT, and Texas Success Initiative (TSI) standards, supported by ongoing professional development and targeted resources. To enhance College, Career, and Military Readiness (CCMR) outcomes, the campus will implement evidence-based practices and strategies. Regular data analysis will guide adjustments to these strategies, ensuring continuous improvement and equipping students for success beyond high school. Strategy's Expected Result/Impact: Students leaving Marshall after 5th grade will be highly prepared for success in middle school and beyond. Staff Responsible for Monitoring: Administration, icoach, and counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Admin was inundated with behavior issues in the office last year, and it resulted in lost time working on instruction in classrooms and PLCs. Root Cause: Behavior Management Consistency: The campus has implemented a behavior matrix and set clear expectations for teachers regarding their behavior management as a whole.

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Strategy 1 Details	Reviews			
Strategy 1: 4th and 5th grade students will share their research on their chosen careers during the Career Fair. Lower grades will listen to presentations for inspiration as they consider, "What they want to be when they grow up." Strategy's Expected Result/Impact: 4th and 5th graders will begin preparing for CTE in middle and high school. Increased awareness of the variety of careers available. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Utilize tutors and paraprofessionals to creat small groups for intensive skill building in reading and mathematics to bridge any gaps in learning as preparation for getting college hours in Math and ELA in high school. Strategy's Expected Result/Impact: Increased enrollment in Math and ELA college classes in high school Staff Responsible for Monitoring: Administration and counselor Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

Strategy 1 Details	Reviews			
Strategy 1: Utilize tutors and paraprofessionals to creat small groups for intensive skill building in reading and mathematics to bridge any gaps in learning as preparation for getting college hours in Math and ELA in high school. Strategy's Expected Result/Impact: Increased enrollment in Math and ELA college classes in high school Staff Responsible for Monitoring: Administration and counselor Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Show all TIA videos sent to campuses in a faculty meeting. Take time to answer questions and ensure full understanding by teachers. Schedule training times for any new in-person training that may be requested for TIA purposes (data for student growth, T-TESS coaching opportunities, etc.). *Teachers who fully understand TIA, and feel empowered to earn a designation, are more likely to stay on your campus from year-to-year. 2) Disseminate the TIA survey to teachers and talk to them about the importance of providing feedback so the district can best support them in earning a designation. *Teachers who feel respected and heard, are more likely to stay on your campus from year-to-year. 3) Spend time in faculty meetings celebrating GPISD's participation in TIA and teachers on your campus that have earned designation. Use district provided marketing materials to drive talking points for celebration. Prominently display posters in common teacher areas such as the workroom and teacher lounge. *Teachers who routinely hear their leaders celebrate teacher and district accomplishments, are more likely to stay on your campus from year-to-year. Strategy's Expected Result/Impact: Increased teacher retention, improved teacher satisfaction Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
Strategy 1: Allocation of campus financial resources will be based on the identified needs of students and the materials staff need to meet those needs. Staffing decisions will be based on student population and Human Capital's formulas for staffing. Strategy's Expected Result/Impact: Increased student achievement and fiscal responsibility Staff Responsible for Monitoring: Principal, secretary Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Continue to use staff incentives for attendance and academic performance of students. Strategy's Expected Result/Impact: Retain highly qualified teachers and staff Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 Funding Sources: - 199 - General Fund, - 211 - Title 1, - 199 - SCE	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - General Fund					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1			\$0.00
Sub-Total					\$0.00
199 - SCE					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1			\$0.00
Sub-Total					\$0.00
211 - Title 1					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
6	3	1			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024