

Marbrook Elementary
2101 Centerville Road
Wilmington, DE 19808



School-wide Program: Marbrook participates in a school-wide program and shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Planning and Review Team: This plan was developed with parent and community involvement, including teachers and the school leadership team. The team is charged with developing a comprehensive plan to reform the school’s total instructional program.

Planning Committee Members:

Name	Role	Email
Maya Aldas	Principal	maya.aldas@redclay.k12.de.us
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Sheree Hallnan	Title I Reading Specialist	sheree.hallnan@redclay.k12.de.us
Katherine Nattress	Title I Reading Specialist	katherine.nattress@redclay.k12.de.us
Catherine Diegidio	Guidance Counselor	catherine.diegidio@redclay.k12.de.us
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Patricia Shaposky	Unified Arts Team Leader/SLT Member	patricia.shaposky@redclay.k12.de.us
Tiffini Muscara	Parent	tiffini.muscara@redclay.k12.de.us
Shayona Curry	Parent	shayona.curry@redclay.k12.de.us
Shannon Nardo	Parent	shannon.nardo@redclay.k12.de.us
Stacey Cavanaugh	Parent	stacycavanaugh@outlook.com
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Ashley Arches	Parent/PTO President	ashleyarches@gmail.com

Components Include:

1. A comprehensive needs assessment.
2. School-wide reform strategies
3. Instruction by highly qualified professional staff
4. Professional development for staff
5. Strategies to Attract HQ Teachers
6. Strategies to Increase Parent Involvement
7. Transition
8. Teacher Decision Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration

Comprehensive Need Assessment

A. As a professional learning community, Marbrook Elementary School has developed the school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. A leadership team represented by administrators, teachers, program-specific specialists, parents, and other community members assisted in analyzing data, reviewing, and creating the goals for school-wide improvement.

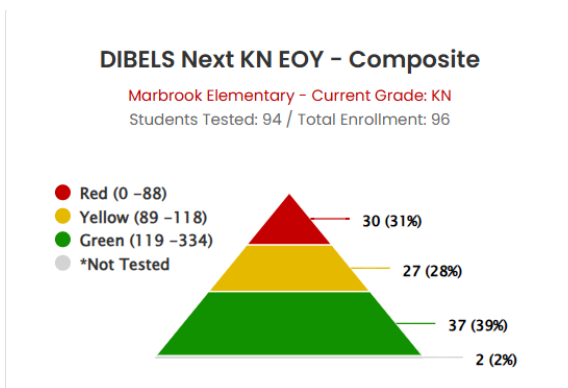
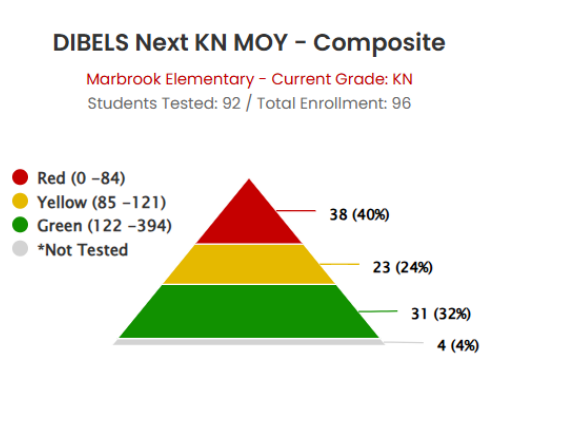
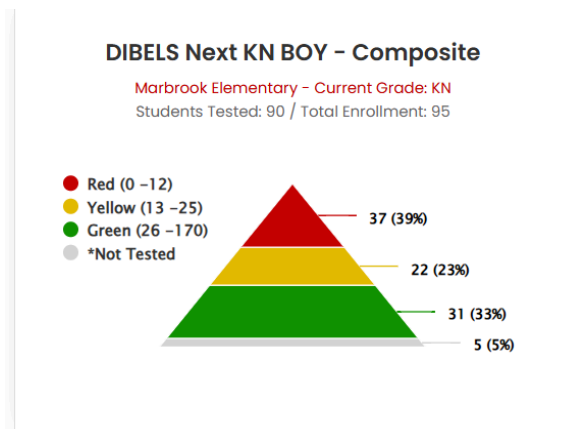
B. As part of the annual revision process, a comprehensive needs assessment included the following instruments, procedures, and processes to acquire this information: a review of data from I Ready Reading and Math grades 2-5, Acadience data grade K-2, attendance data, Words Their Way Spelling Inventory, 95% Assessments, Math Expressions grade level assessments, ReadyGen grade level assessments, demographic data, SEB Universal Screening Tool and data from the 2023-2024 School Climate Parent Surveys. Team members also took into consideration school demographics, staff attendance, and highly qualified teacher status to determine student strengths, weaknesses, and areas of concern.

C. Currently, at Marbrook, we have one migrant student. Students who are potentially eligible for the Migrant Education Program (MEP) are identified through the Occupational Survey during registration. The building MEP liaison makes contact with the family to conduct an interview and assist the family in transitioning to Marbrook. Families who meet migrant status requirements, as defined under the MEP federally mandated program guidelines, are assisted by the Student Support Person (SSP) in seeking not only academic support but also support for health care and other community services. The SSP, EL teacher, and regular classroom teachers meet to review student records to determine where they need inclusion/after-school program services. Reading and math are the focus offered during the after-school program.

D. We have reflected on the following current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved:

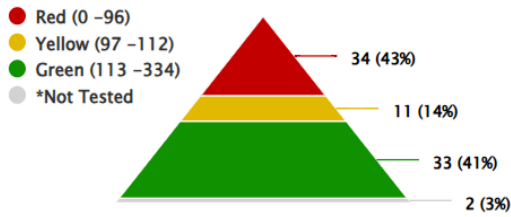
ACHIEVEMENT DATA: Milestones

Acadience by Grade



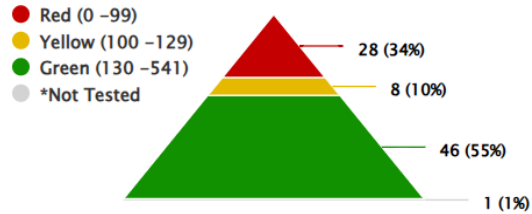
DIBELS Next 01 BOY - Composite

Marbrook Elementary - Current Grade: 01
Students Tested: 78 / Total Enrollment: 80



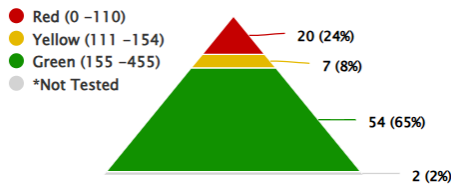
DIBELS Next 01 MOY - Composite

Marbrook Elementary - Current Grade: 01
Students Tested: 82 / Total Enrollment: 83



DIBELS Next 01 EOY - Composite

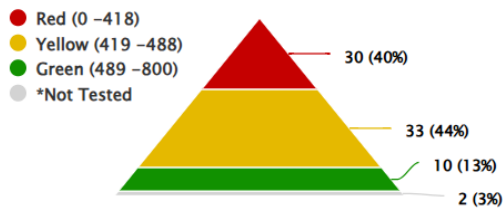
Marbrook Elementary - Current Grade: 01
Students Tested: 81 / Total Enrollment: 83



I-Ready Reading Growth Summary by Grade

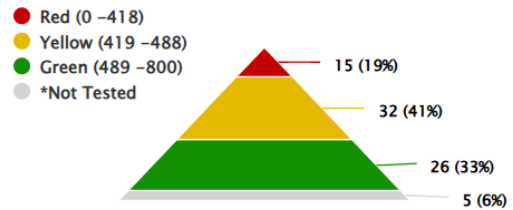
iReady Reading - Fall - Scaled Score

Marbrook Elementary - Current Grade: 02
Students Tested: 73 / Total Enrollment: 75



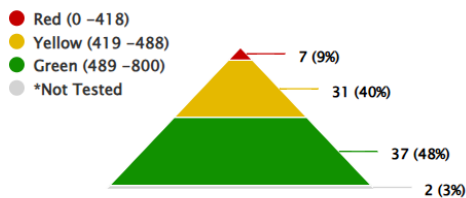
iReady Reading - Winter - Scaled Score

Marbrook Elementary - Current Grade: 02
Students Tested: 73 / Total Enrollment: 78



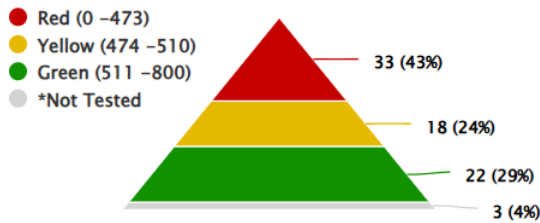
iReady Reading - Spring - Scaled Score

Marbrook Elementary - Current Grade: 02
Students Tested: 75 / Total Enrollment: 77



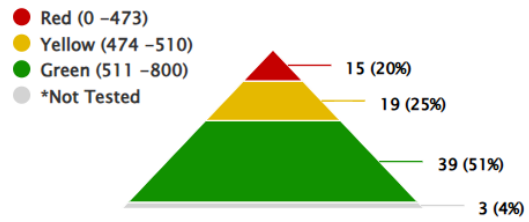
iReady Reading – Fall – Scaled Score

Marbrook Elementary – Current Grade: 03
 Students Tested: 73 / Total Enrollment: 76



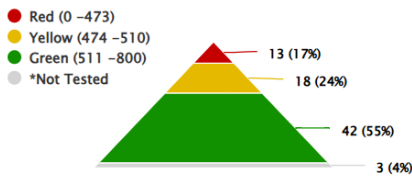
iReady Reading – Winter – Scaled Score

Marbrook Elementary – Current Grade: 03
 Students Tested: 73 / Total Enrollment: 76



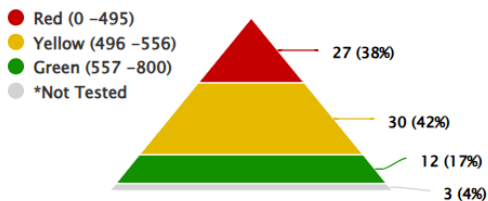
iReady Reading – Spring – Scaled Score

Marbrook Elementary – Current Grade: 03
 Students Tested: 73 / Total Enrollment: 76



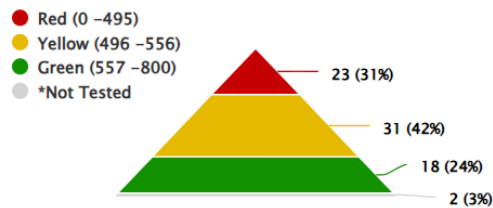
iReady Reading – Fall – Scaled Score

Marbrook Elementary – Current Grade: 04
 Students Tested: 69 / Total Enrollment: 72



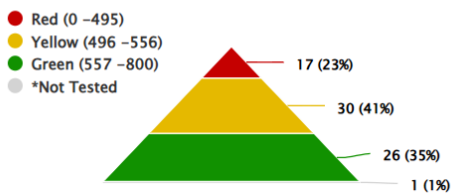
iReady Reading – Winter – Scaled Score

Marbrook Elementary – Current Grade: 04
 Students Tested: 72 / Total Enrollment: 74



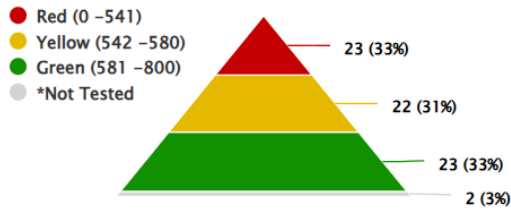
iReady Reading – Spring – Scaled Score

Marbrook Elementary – Current Grade: 04
 Students Tested: 73 / Total Enrollment: 74



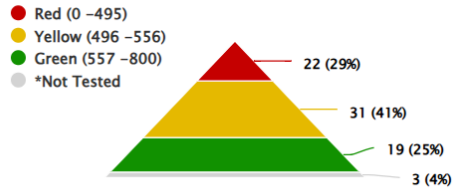
iReady Reading – Fall – Scaled Score

Marbrook Elementary – Current Grade: 05
Students Tested: 68 / Total Enrollment: 70



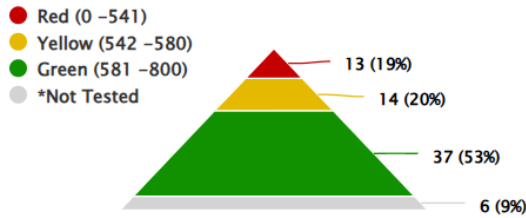
iReady Reading – Winter – Scaled Score

Marbrook Elementary – Current Grade: 05
Students Tested: 72 / Total Enrollment: 75



iReady Reading – Spring – Scaled Score

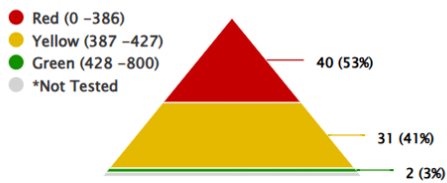
Marbrook Elementary – Current Grade: 05
Students Tested: 64 / Total Enrollment: 70



I-Ready Math Growth Summary by Grade

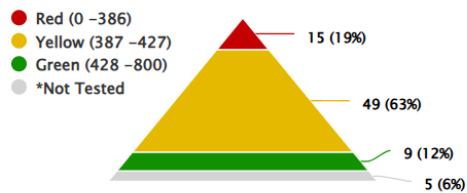
iReady Math – Fall – Scale Score

Marbrook Elementary – Current Grade: 02
Students Tested: 73 / Total Enrollment: 75



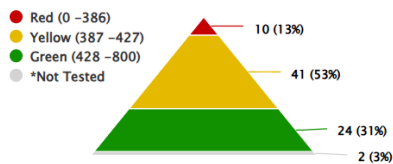
iReady Math – Winter – Scale Score

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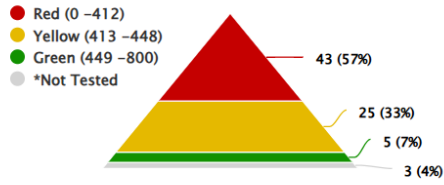
iReady Math – Spring – Scale Score

Marbrook Elementary – Current Grade: 02
Students Tested: 75 / Total Enrollment: 77



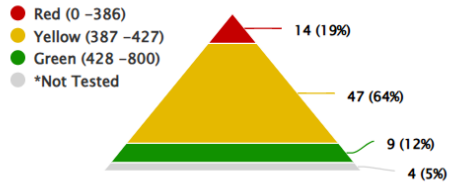
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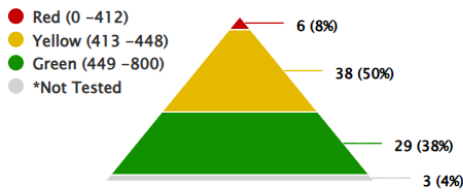
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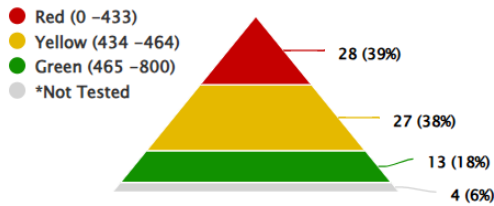
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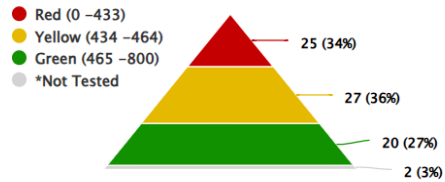
iReady Math – Fall – Scale Score

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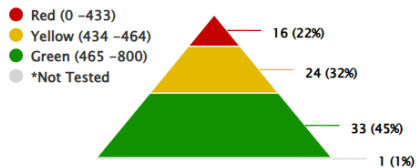
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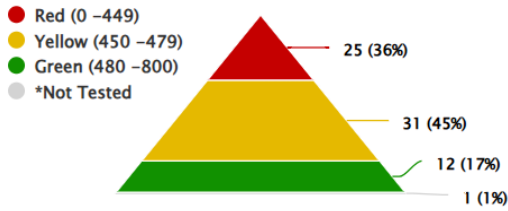
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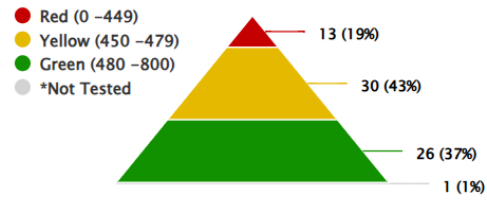
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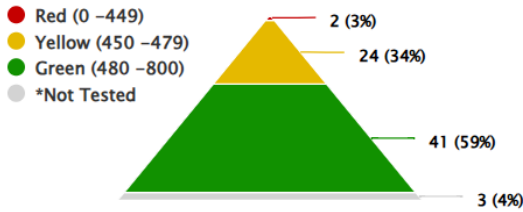
iReady Math – Winter – Scale Score

Marbrook Elementary – Current Grade: 05
Students Tested: 69 / Total Enrollment: 70



iReady Math – Spring – Scale Score

Marbrook Elementary – Current Grade: 05
Students Tested: 67 / Total Enrollment: 70



Words Their Way Growth Summary by Grade

Grade 2	Fall 2024	Winter 2025	Spring 2025
Intensive	9	18	15
Strategic	47	13	25
Benchmark	14	40	32
Not Tested	5	7	4

Grade 3	Fall 2024	Winter 2025	Spring 2025
Intensive	5	11	8
Strategic	17	14	17
Benchmark	50	45	44
Not Tested	4	6	7

Grade 4	Fall 2024	Winter 2025	Spring 2025
Intensive	15	26	16
Strategic	21	17	21
Benchmark	31	25	33
Not Tested	5	6	4

Grade 5	Fall 2024	Winter 2025
Intensive	15	15
Strategic	14	8
Benchmark	39	43
Not Tested	1	4

ANALYSIS OF STUDENT/STAFF ATTENDANCE DATA

For the 2024 - 2025 school year, 42% of our school population had 10 or more absences (198 students). In the 2023 - 2024 school year, 43% of the school population had 10 or more absences (184 students). Marbrook has decreased the number of students with 10 or more absences by 1%. Student attendance records are confirmed from teachers' daily attendance reports and stored in the *ESchool* database. School attendance meetings with administration and school counselors occur every marking period to discuss attendance data. During these meetings, attendance data is reviewed, and plans are established for students whose attendance is an ongoing concern. The database identifies, contacts, and monitors students with chronic attendance problems. Attendance is a significant factor affecting overall student academic performance. This indicates that Marbrook should continue to praise and encourage student attendance.

Staff attendance has also decreased in the 2024 - 2025 school year. While this indicates an improvement, Marbrook recognizes that student achievement is influenced by regular staff attendance, and efforts will continue to encourage staff attendance.

Outcome

After analysis of needs assessment data, the major needs we discovered and the needs we will address are:

- The need to maintain efforts to meet and/or exceed the standard on the SBAC in all academic areas.
- The specific academic needs of those students that are to be addressed in the school wide program plan will be to increase the number of students in the all students subgroup in Grades 3-5 meeting and/or exceeding standards in all academic areas, and to provide intensive intervention to increase the number of students in the students with disabilities subgroup in all academic areas.
- Efforts will continue to focus on increasing school/parent/community relations and engagement.
- Efforts will continue to focus on increased attendance for students and staff.
- Feedback during DTGSS and Walkthroughs will focus on carefully selected teacher goals in collaboration with administration.
- Efforts have been made to decrease unexcused student absences and tardiness with parent education and the importance of being in school, including a motivational competition between classrooms with the fewest absences. In addition, procedures are implemented to notify parents via calls and letters home when students have ten or more absences.

The ROOT CAUSE/s that we discovered for each of the needs were:

- Increasing Accountability.
- Poverty (100% free and reduced lunch).
- Unexcused absences and repeat tardiness affect students' learning and growth due to missed time in school and learning opportunities.

The measurable goals/benchmarks we have established to address the needs are as follows:

GOAL 1: Third through fifth-grade students will meet or exceed the Delaware State Average in Reading/ELA on the spring 2025 SBAC with a minimum of 98% participation.

GOAL 2: Third through fifth grade students will meet or exceed the Delaware State Average in Science on the spring 2025 SBAC with a minimum of 98% participation.

GOAL 3: Third through fifth grade students will meet or exceed the Delaware State Average in Math on the spring 2025 SBAC with a minimum of 98% participation.

GOAL 4: Third through fifth grade students will meet or exceed the Delaware State Average in Social Studies on the spring 2025 SBAC with a minimum of 98% participation.

GOAL 5: At least 95% of the student population will miss fewer than 15 days of school.

GOAL 6: Increase attendance of faculty and staff by 2% for the 2024-2025 school year.

School-wide Reform Strategies

Continuous improvement in the effective operation of Marbrook has included an intensive focus on incorporating best practices and data-driven decision-making in the school improvement process. All instructional programs and techniques are scientifically researched-based, the staff implements strategies and techniques learned through professional development sessions, all faculty and staff are highly qualified, and Marbrook faculty and staff work towards the inclusion of family and the community.

A. The following strategies are how we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard:

- A balanced and authentic variety of assessments (diagnostic, formative, summative) are used to establish baseline performance of each student, to plan and adjust differentiated instruction, to evaluate student progress, and to provide students and parents with feedback.
- Scientifically research-based and standards-based instruction in all content areas for all students.
- Marbrook has a School Leadership Team. Each grade level and specialized area has a representative on the team. Members serve as a conduit for communication between the teachers and staff, and the administration. The team is responsible for reviewing the school's Parent Involvement Policy and implementing the annual School Improvement Plan.
- Common planning time for grade-level collaboration and professional learning.
- Professional learning opportunities are offered to faculty and staff with a continuing focus on implementing the Common Core Standards.
- Parents and community members are included in supporting the curriculum.
- An atmosphere of mutual trust and openness is attained by involving all stakeholders in the decision-making process.

B. Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices, or strategies:

- Establishing a common mission, vision, values, and goals.
- Ensuring achievement for ALL students by developing systems for prevention

and intervention.

- Using data to guide decision-making and continuous improvement.
- Gaining active engagement from family and community.
- Building sustainable leadership capacity.
- At Marbrook, we have taken the best practices from respected and research-based educational and behavioral experts, and centered our instruction on these strategies.

Some examples of instructional and behavioral strategies Marbrook staff have incorporated into the classroom are:

- UFLI - Explicit and Systematic Phonics Program
- 95% Phonics Core Program
- 95% Phonics Lesson Libraries and Phonics Chip Kits for Intervention Groups
- ReadyGen Reading Curriculum
- Tier 2 and Tier 3 Reading Intervention Kits
- Math Expressions
- Bridges Math Intervention
- SIOP Strategies
- Cooperative Learning
- Engagement Strategies
- Feedback
- Graphic Organizers
- Interactive Games
- Tracking Student Progress
- Setting Goals and Objectives
- Classroom Organization
- Planning and teaching school-wide expectations and procedures
- Developing student accountability
- Maintaining positive student behavior
- MTSS Tiered Support System
- PBS Strategies
- Planning and organizing instruction

C. Marbrook Elementary School has been able to offer instructional support, including a before and after school tutoring program for First - Fifth grade in the areas of Reading, Math, and/or Spanish language development. Funding for clubs and tutoring is from the Continuous Improvement Plan (CIP) grant funds. For the 2024-2025 school year, Marbrook has \$15,000 allocated for clubs and tutoring, which will be aligned with the CIP plan. Tutoring groups are set up by grade level, subject, and skills to be worked on. Clubs during the 2024-2025 school year will include GOTR, BOTR, Flag Football, Nutrition and Food Club partnered with the University of Delaware, Chess Club, and a Kindness Club. Marbrook also had an Imagine Language and Learning Club funded through an Excellence Grant. In addition, Marbrook offers the Second Step Program, which provides social emotional learning school-wide in classrooms and/or individually if needed.

D. Marbrook administrators and faculty work collaboratively with district-level leaders, the leadership team, and the advisory council to support the development and implementation of the School-wide Improvement Plan.

Administrators, faculty, and staff consistently review and monitor student progress throughout the year by analyzing multiple types of data. A list of assessments used to determine student baselines and assessments is used to monitor progress throughout the year.

E. Collaboration is evident between classroom teachers, special education teachers, and support staff as they participate in weekly collaborative planning meetings. Students who are not meeting the criteria for success are provided additional instruction and interventions through the instructional support team. Resource and inclusion classes are offered to students identified as needing special education at Marbrook Administrators are an active part of the process of assuring student needs are met; they carry out regular classroom observations (Walk Throughs) giving teachers written and verbal feedback, reviewing standards based lesson plans, and determine professional learning for the entire staff.

Instruction By Highly Qualified Teachers

A highly qualified professional staff provides instruction at Marbrook Elementary School. DEEDS report and school staff roster support that all administrators, teachers, and paraprofessionals hold renewable Delaware certificates and meet highly qualified criteria as specified in the *Every Student Succeeds Act*. The quality of the staff is further reflected in the educational degrees of Marbrook Elementary School's teachers and their years of experience. In the 2022-2023 school year, 6 % of Marbrook's teachers were considered Early Career, and 94% of Marbrook's teachers were Experienced. In 2023-2024, 99% of Marbrook's teachers were Highly Qualified (HQT).

High Quality Professional Development

A. Administrators, faculty, staff, and parents have numerous opportunities throughout the year for professional learning that addresses the root causes of our identified needs. Opportunities include: district and school level offerings; college courses; DDOE workshops and classes. The following is a representative sample of current professional learning offered to Marbrook staff:

- Curriculum Training (UFLI, 95 Percent Phonics, Math Expressions and Bridges Training, Word Study Training, Multi-Language Learners Workshops)
- Analyzing Data
- Small Group Instruction
- Assessments
- Classroom Management
- Technology
- Aspiring Leaders

- Paraprofessional Training

B. All professional learning opportunities at Marbrook are posted via the school's email and in DSC. Recent or planned professional development activities provided by system and/or school-level trainers and educational consultants are as follows:

- ReadyGen & Math Expressions Workshop
- MTSS/RTI- Skill Focus Model and Tier 2/3 Intervention Kits, UFLI, 95 Percent Phonics Program
- PBS/MTSS Training
- Diversity Training at faculty meetings led by the Diversity Champion on Diversity, Equity, and Inclusion topics
- Science (Next Generation)
- Technology Training - Schoology and Remind
- Faculty Meetings- Staff sign up for areas of interest with other teachers sharing areas of expertise.
- Various Webinars from the Delaware Department of Education

C. We have aligned professional development with the State's academic content and student academic achievement standards based on the needs identified through our needs assessment and data analysis. All certified staff members complete an annual self-rating form to reflect on areas for professional growth.

D. We have devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic problems. Some of our allotted resources include: supplemental instructional materials and software, training materials, substitutes for training, and funding for presenters.

E. We have included teachers in professional development activities regarding the use of academic assessments to plan for instruction and develop research/standards-based goals for all students. Providing professional learning opportunities will enable them to improve the achievement of individual students and the overall instructional program. All professional learning opportunities at Marbrook are made available via the school's email, PDMS, and DSC. Professional training is provided by school/district-level trainers and educational consultants. Recent or planned professional development activities that enable teachers to improve the achievement of individual students and the overall instructional program are as follows:

- UFLI Explicit and Systematic Phonics Program
- 95 Percent Phonics Program

- Bridges Intervention Program (Math)
- Google Training
- Schoology Training
- WIDA Training
- I-Ready Training
- Technology Training Selections, including but not limited to Smart Board, Kahoot, and Dreambox Trainings
- Campus ID and Community Passport

Strategies to Attract HQ Teachers

Marbrook has a very low attrition rate. Minimal vacancies occur when the voluntary transfer period opens in May. The school district posts vacancies on the Join Delaware Schools website. Applicants can apply directly online through the system website. Factors that attract and contribute to the retention rate of highly qualified teachers at Marbrook are the small community and supportive administrators and colleagues. Other factors include a safe learning and working environment, classes with adequate curriculum materials and other instructional supplies, and available technology to support teaching and learning. The climate of the school is positive and consistent with collaboration between administration, teachers, parents, students, and the community.

New teachers participate in a four-year mentoring program designed by the Delaware Department of Education. During the first two years of the mentoring program, each teacher receives a coach, and up to four Year 1 and Year 2 teachers may be assigned to the same coach. All Year 3 and Year 4 teachers are under the direction of the Lead Building Coach for the mentoring program. Year 1 and 2 teachers have observations; the Delaware Department of Education Comprehensive Induction Program (CIP) offers new teachers a suite of coaching cycles and ongoing professional learning over four years to meet state, district, and charter school goals. Year 3 and Year 4 New Teachers (Coachees) are required to have fifteen hours of professional learning that are aligned with a self-selected topic that will be researched throughout the school year and presented at the end of the school year.

Strategies to Increase Parental Involvement

A. Research has shown that parents play a critical role in the development of a child's education, and parent involvement in schools has positive effects not only on the children but also teachers, administration, and the overall school/learning environment. Marbrook has involved parents in the planning, review, and improvement of the comprehensive school-wide program plan through leadership team meetings and school PTO meetings. Through these meetings, parents and other members of the school community work with the school to improve academic achievement and to address areas of concern, including strategic planning and matters related to school climate and student achievement. Input from all parents is taken into consideration through a variety of ways, including surveys, Title I parent engagement events, parent conferences, and PAC.

B. We have developed a Parent Involvement Policy that:

- Includes strategies to increase parental engagement (such as Reading and Math Nights).
- Makes the comprehensive school-wide program plan available to the LEA, parents, and the community.

C. Parents have opportunities to be involved in the planning and review of the Title I plan in an organized, ongoing, and timely manner. Valuable input is gathered during Title I events, Leadership Team meetings, school PTO meetings, and PAC meetings.

Additional input is generated during parent-teacher conferences and parent surveys.

Feedback and suggestions are considered when revising the Parent Involvement Policy, Title I Compact, and the School Improvement Plan.

The School Leadership Team is actively involved in writing the School Improvement Plan, which aligns with the Title I Schoolwide Plan.

Transition

Below are our plans for assisting preschool children in the transition from early childhood programs to Kindergarten. Also included are transition plans for students entering middle school, plus plans for all students entering our school throughout the school year.

The transition from Pre-Kindergarten to Kindergarten at Marbrook has proven to be an important element in determining a student's future social adjustment and academic success. Therefore, the faculty and staff work diligently in their plans to support young students and their parents during this transitional period. Yearly, the school counselor, administration, and kindergarten teachers meet to discuss the transition process and make plans for registration and visitation/tours. Head Start visits and tours the school. Kindergarten Night in April allows parents and students the opportunity to register early, tour the school, and meet the teachers. Families can also request tours at any time during the school year.

Plans are also in place to smoothly transition our fifth-grade students to Middle School. Marbrook's school counselors give middle school presentations to each fifth-grade class. Each middle school is reviewed thoroughly and presented to the fifth-grade students, including any special programs that each school offers. School c). Representatives from A.I. Middle School, Skyline Middle School, and Cab Calloway come to Marbrook to discuss their programs. This included presenting Skyline's immersion program and Cab Calloway's Performing Arts opportunities. Counselors demonstrate how to get to the school choice page on the Smart Board, and brochures are sent home in the student's native language. The school counselors and assistant principal are available during November conferences by parent/guardian request for assistance in completing choice applications. Translators are provided upon request. Parents can also request to set up individual meetings with school counselors in any of the middle schools. Marbrook's school counselor and the Special Education Coordinator (SEC) are in communication with the middle school counselors regarding 504 Plans and IEPs that are transferred over.

New students and their parents are greeted by the office staff and the school counselor. Records are reviewed by administrators, teachers, the SEC, and the

counselor to ensure proper placement. Students receive support in becoming familiar with the building and routines through interactions with a peer buddy and the counselor.

Teacher Decision Making Regarding Assessments

Teachers at Marbrook Elementary are included in decisions regarding the use of academic assessments. They continually disaggregate assessment data for all students. Some examples are listed below:

- At the beginning of the academic school year, administrators and teachers meet by grade level to discuss data from the previous year. Analysis of this longitudinal data helps administration and teaching staff identify areas of curriculum or academic weaknesses within a specific group of students. During grade-level PLC meetings/MTSS Cycle Review, the data is further analyzed to plan instructional strategies and interventions.
- Data is displayed in visual formats (e.g., charts, graphs).
- Teachers maintain data for recording summative and common assessment data. Data is recorded in DSC, and academic growth and areas of weakness can be readily determined.
- A variety of formative and summative assessment data is disaggregated (e.g., iReady, Acadience, Words Their Way, tri-annual Benchmark tests, curriculum assessments, teacher-created formative and summative assessments, and reports from various computer programs (Reading Eggs, Dreambox, etc.) which are used for intervention.
- Processes for disaggregating school, classroom, teacher, and individual student data are frequently monitored by the administration and district leaders.

Effective and Timely Assistance to Students

Marbrook recognizes the importance of responding to students who experience difficulty mastering standards. Student progress is reviewed on an ongoing basis so the students' academic programs may be revised as needed. We are providing activities to ensure that students who experience difficulty mastering proficient or

advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

We ensure the timely identification of students' needs through the following activities:

- Teachers review cumulative folder information for each entering student and for all students before school begins.
- Administrators and teacher teams meet at the beginning of each school year to analyze all data and plan instructional strategies and interventions.
- A careful review of student data and programs is made to ensure any necessary modifications are implemented to the instructional program (e.g., IEP, 504 Plan, MTSS/RTI Interventions, and/or ML services).
- Screening of any student who appears to have a physical disability.
- Teachers communicate with parents regarding intervention referrals for behavior or academics to ensure that parents are involved in the process.
- Throughout the year, progress monitoring is administered through various assessments; examples are:
 - i-Ready (Reading and Math)
 - Curriculum Assessments
 - SBAC
 - Acadience
 - Unit pre- and post-tests from the math and reading series
 - Instructional and Behavioral interventions

Periodic training for teachers in the identification of areas of weakness and appropriate assistance for identified areas of weakness is provided by the following methods:

- Ongoing staff development focusing on methods and materials to ensure the success of all learners.
- Teacher/parent training in the interpretation and utilization of test scores for meeting individual instructional needs.

- Collaboration with and delivery of training by inclusion and resource teachers (i.e., Special Education, Speech-Language, ML, MTSS /RTI) to provide appropriate assistance to students experiencing difficulty.
- Weekly grade level PLC meetings, vertical planning meetings with prior grade level teachers, meetings with administration to review data and determine next steps for instructional planning (differentiation strategies).
- Walkthroughs by school administrators to provide immediate feedback on instructional techniques.

Teacher-parent conferences that detail what the school will do to help the student:

- Frequent communication with parents via phone, email, and face-to-face meetings to work together with parents to increase each student's academic achievement.
- Parent conferences are offered at times convenient to parents.
- Teacher-Parent-Student-Administrator Title I Compacts.
- Parental contact to promote daily student attendance and avoid excessive absences.
- Academic-behavioral interventions established by the school counselor, teachers, and parents.
- Remind Communication Tool

Teacher-parent conferences that detail what the parent can do to help the student:

- Utilize Schoology, the school website, and social media (Facebook/ Instagram) to gather information about school and classroom happenings.
- Review student folders and agendas sent home during the week.
- As much as possible, assist students with homework.
- Monitor students' progress closely, pay special attention to homework assignments, progress reports, and report cards. Send children to school regularly, on time, for the entire day, and schedule appointments after school when possible.

- Attend school-sponsored meetings (e.g., Open House, PAC, parent workshops, Reading and Math Nights, and parent/teacher conferences).

Teacher-parent conferences that detail additional assistance available to the student at the school or in the community:

- Flexible grouping for re-teaching.
- Utilization of a variety of research-based instructional methods and materials based on the needs of each student.
- Scheduling to maximize instructional time.
- Strong instructional focus maintained throughout the year to meet individual student needs.
- School Tutoring is offered to students in First through Fifth Grade in person for math and reading.
- Careful consideration of each student for promotion/retention in accordance with school district policies and federal/state guidelines.

Marbrook teachers use a variety of assessment tools and techniques: classroom performance, portfolios, teacher-created tests, standardized tests, language checklists, self-assessment, student/parent questionnaires, and professional judgment in determining student progress toward meeting all standards.

Ongoing assessment of student achievement and communication of assessment results are available to parents through progress reports and report cards. Progress reports are sent home as needed, halfway through the marking period, and report cards go home every nine weeks.

Teachers communicate directly with parents regarding student progress via telephone calls, newsletters, notes sent home, and email. Students in Kindergarten through Fifth Grade take home communication folders daily, and teachers use Remind to communicate with parents. *HAC*, a web link for parents in Fourth and Fifth Grade, is used to access students' grades and attendance. Parent conferences are scheduled on designated days and when the need arises for individual students. Parents may request conferences at any time.

Furthermore, Marbrook utilizes its school website, family newsletter, Title I annual meeting (presenting Title I Compacts/ Parent Engagement Policy and opportunities for parent input), Open House, parent workshops, and Parent Council (PTO) meetings to provide parents with timely, verbal and written

information concerning: an explanation of the school’s curriculum; assessments used to measure student progress; individual assessment results; the interpretation of those results; and the proficiency levels students are expected to meet.

Coordination and Integration

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan. Marbrook integrates federal, state, and local services and programs. Federal Title programs include Title I--Part A, Title II-- Part A, Title IV—Part A, Title VI--Part B, IDEA, and American Recovery and Reinvestment Act (ARRA) funds.

Marbrook’s Title I funds are used in a supplementary manner to provide intensive reading and math instruction and to improve student achievement in meeting state standards. Marbrook’s Title I funds are also used to host a Family Literacy and Math Night. These events provide supplementary materials for reading and math, as well as training for parents on how to use the materials at home.

Evaluation of Current School-Wide Program (2023 – 2024)

Team Member: _____

Date of Review: _____

Component	Activities	Notes on Effectiveness
2	<ul style="list-style-type: none"> ● Review school-wide programs to ensure that all instructional programs are supported by scientifically-based research with a specific focus on the latest research on curriculum and approach. ● Discussion of differentiation of instruction and providing appropriate scaffolding for students in multi-age classroom settings in PLC with special education teachers offering insight and feedback to classroom teachers. ● Identify support programs to address enrichment and acceleration needs. The administration will seek feedback from teams for gaps in materials and review/purchase as needed. 	
3	<ul style="list-style-type: none"> ● HQT Analysis ● Pipeline Analysis and Vacancy Analysis to determine hiring needs and potential gaps that need to be filled ● Create a mentoring program for cycle one/two that is personal to us and the teachers' needs at Marbrook. ● Create and follow a comprehensive hiring plan. 	
4	<ul style="list-style-type: none"> ● Ensure that professional development is extended to anyone who works with teachers to support student achievement. This will require us to identify possible staff and invite them to professional development activities. ● Inform staff of professional development plans and goals for the upcoming school year. ● Seek opportunities for training. ● Identify school-based substitute teachers who have an alignment of philosophy and hire them so that teachers may attend meetings and professional development during the school day. 	
5	<ul style="list-style-type: none"> ● Share the mentoring program with potential staff members ● Create a variety of opportunities for potential staff to become a part of Marbrook before the interview process ● Develop a timeline for recruiting teachers ● Develop a strategy for recruiting teachers ● Develop materials to guide the hiring process 	

<p>6</p>	<ul style="list-style-type: none"> ● Marbrook will send information to parents in a language and format that they can understand. For important information such as family activities, parents’ right to know documents, conferences, and parent education events, information will be shared in a variety of formats, multiple times. ● Parent involvement information will be presented at the Open House ● Marbrook will have a Family Engagement Committee ● Marbrook will work to nurture the parents who are currently involved and initiate relationships with families new to Marbrook. 	
<p>7</p>	<ul style="list-style-type: none"> ● Kindergarten Early Registration ● Grade level transition activities ● Summer Family Engagement Activities 	
<p>8</p>	<ul style="list-style-type: none"> ● Provide teachers with professional development activities to increase their understanding of how to use multiple assessment measures to improve instruction. ● Provide opportunities for teachers to work together in developing student assessments, benchmark goals, performance tasks, checklists, rubrics, and communication tools. ● Guide teachers in using data to make instructional decisions. ● Utilize teacher feedback on currently used assessments to determine if they will continue to be utilized in the future. 	
<p>9</p>	<ul style="list-style-type: none"> ● Marbrook will utilize the PST process to identify students with academic needs in ELA and Math. ● Marbrook will create a process for teachers to refer students who need social skills support. ● Marbrook will utilize the expertise of our Educational Diagnostician, School Psychologist, Special Education Team, and administration to ensure that all student needs are being met. This includes students with IEPs and 504 plans. ● Provide social skills support for students. ● Share with parents resources such as counseling services, outreach programs, community agencies, after-school activities, etc. ● Provide professional development, including sharing effective teaching strategies during staff meetings and PLCs. 	
<p>10</p>	<ul style="list-style-type: none"> ● Create an opportunity for staff members who oversee different federal or state programs to come together and discuss 	

procedures, barriers, and impact. In addition, they should look for any places where a coordination of services makes sense.

