

Big Spring Independent School District

Marcy Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 16, 2025

Mission Statement

Marcy Elementary's Mission is achieved by providing a positive and safe atmosphere that embodies a tradition of excellence.

Vision

The vision of Marcy Elementary is to create lifelong learners.

Value Statement

All Students Matter at Marcy Elementary!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Providing the best quality instruction is very challenging.

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

Student Learning

Student Learning Summary

Our end of the year scores for the 2024-2025 school year as measured by NWEA Map Growth were:

Reading:

1st grade - 46% 2nd grade - 52%

Math:

1st grade - 62% 2nd grade - 72%

Marcy Elementary strives each year to improve upon the previous year's progress and has multiple progress measures in place to monitor student academic growth. These steps support our efforts to strategically plan instruction and intervention activities.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

Root Cause: First grade 46% on grade level in ELAR and Second grade 52% on Grade level for ELAR.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

All Students are assigned a Chromebook for instructional use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Marcy Elementary needs to increase Student achievement through the use of our structured curriculum that is grade level appropriate.

Root Cause: Student capacity in regards of reading levels that are below grade level standards.

Perceptions

Perceptions Summary

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

Perceptions Strengths

Marcy Elementary continue to grow a Parent/Teacher/Community engagement for the 2025-2026 school year. The program will encourage support and collaboration among important stakeholders in our community and school. Marcy Elementary has both a Facebook page and web-page as well as Class Dojo and utilizes these to increase parental/community communication. Marcy Elementary has numerous activities throughout the year to provide opportunities for students, parents, staff and the community to interact in a positive environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): It is an ongoing challenge to engage parents and community stakeholders and maintain that relationship.

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

Priority Problem Statements

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

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

Problem Statement 5 Areas: Demographics

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

Root Cause 6: First grade 46% on grade level in ELAR and Second grade 52% on Grade level for ELAR.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Marcy Elementary needs to increase Student achievement through the use of our structured curriculum that is grade level appropriate.

Root Cause 7: Student capacity in regards of reading levels that are below grade level standards.

Problem Statement 7 Areas: School Processes & Programs

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

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

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals





Goal 1: Marcy Elementary expects the number of 1st and 2nd grade students reading at or above the "Tier I Focused Instruction 41st - 60th percentile" in Reading as shown on the NWEA MAP assessment will increase from 49% to 60% by the end of the 2025-2026 school year. The goal in 2025 was 50% ; the 2025 goal is 60%.

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

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will implement an additional 45-minute weekly PLC meeting for each grade level, providing teachers with dedicated time to collaborate, analyze student data, align instruction, and plan targeted interventions that directly support student learning and achievement.</p> <p>Strategy's Expected Result/Impact: With the extra PLC meeting time, teachers will have more opportunities to work together, share ideas, and plan lessons that meet the needs of all students. This will help ensure that every child gets the right support to be successful and continue growing.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May





Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will use PLC collaboration and focused training to review student data, identify individual learning needs, and provide support through MTSS, small-group instruction, and tutoring.</p> <p>Strategy's Expected Result/Impact: Targeted support that enhances student growth, increases achievement, and fosters confidence through personalized instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Marcy Elementary will dedicate a 45-minute MTSS period to provide targeted support on TEKS that students have not yet mastered, giving them additional time and focused instruction to strengthen understanding, close learning gaps, and build confidence in previously taught skills.</p> <p>Strategy's Expected Result/Impact: This focused support time will help students master important skills they may have struggled with, close learning gaps, and build confidence. Over time, this will lead to stronger academic growth, higher achievement, and greater success in future lessons and grade levels.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
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Goal 2: Marcy Elementary will uphold high academic standards and enhance student performance by implementing a strong system of tiered instruction within a structured environment that emphasizes accountability and support, guided by Texas Instructional Leadership practices.

Performance Objective 1: Marcy Elementary will fully implement district instructional expectations and regularly review their effectiveness to ensure students receive high-quality teaching and the support they need to succeed.

Evaluation Data Sources: PLC Agendas and Notes, Classroom Walk-throughs, Lesson Plans, Checkpoint, Dreambox and Amplify data, NWEA Map and mClass Scores and Progress





Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will utilize a data driven approach to instruction.</p> <p>Strategy's Expected Result/Impact: Improved teacher knowledge of student ability (strengths/weaknesses); Improved student learning and engagement; Strategic grouping and targeted instruction; Observations and T-TESS walk throughs, Get Better Faster, and TIL</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff and PLC</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		Summative
	Nov	Apr	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Marcy Elementary will uphold high academic standards and enhance student performance by implementing a strong system of tiered instruction within a structured environment that emphasizes accountability and support, guided by Texas Instructional Leadership practices.

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





Evaluation Data Sources: PLC agendas; Walk-through notes; Data walls; Checkpoint Data, NWEA Map scores, mClass, progress ; Dreambox and Amplify data.

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will conduct BOY, MOY & EOY NWEA Map Assessments, checkpoint and unit assessments to identify individual instructional needs.</p> <p>Strategy's Expected Result/Impact: Improved teacher understanding of student learning; improved student grouping and targeted instruction; NWEA Scores, Unit Assessments, & Checkpoint Data</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will utilize instructional components of DMAC to improve instructional best practices.</p> <p>Strategy's Expected Result/Impact: Intentional lessons and improved instructional practices resulting in increased student achievement as documented in Walk-through documentation, PLC Agendas, War Room, Checkpoint Data, and NWEA Data</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		Summative
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Goal 2: Marcy Elementary will uphold high academic standards and enhance student performance by implementing a strong system of tiered instruction within a structured environment that emphasizes accountability and support, guided by Texas Instructional Leadership practices.





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

Evaluation Data Sources: Documented plans; meeting agendas and sign in sheet; calendar invites

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will be represented on the District School Health Advisory Council. (SHAC)</p> <p>Strategy's Expected Result/Impact: Improved coordination of school health across the district; Better informed campus practices; Sign-in sheets & minutes from District SHAC meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 2: Marcy Elementary will uphold high academic standards and enhance student performance by implementing a strong system of tiered instruction within a structured environment that emphasizes accountability and support, guided by Texas Instructional Leadership practices.

Performance Objective 4: Marcy Elementary will support initiatives to improve campus performance within all indicators of the Results Driven Accountability System.

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will implement ILEAD in managing student behavior.</p> <p>Strategy's Expected Result/Impact: ILEAD, Student Shout-outs, Walks Thru, TTESS Observations, Teacher Self-Evaluations & Action Plans, and Classroom Environment Surveys</p> <p>Staff Responsible for Monitoring: Campus Administration and all Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will implement and follow a Master schedule focused on tiered instruction and opportunities for tiered support.</p> <p>Strategy's Expected Result/Impact: Master Schedule</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		Summative
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Goal 2: Marcy Elementary will uphold high academic standards and enhance student performance by implementing a strong system of tiered instruction within a structured environment that emphasizes accountability and support, guided by Texas Instructional Leadership practices.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will utilize Peer-Observations, Mentor Teachers, and New Teacher Academy, Reading Academy, and TIL.</p> <p>Strategy's Expected Result/Impact: Peer-Observation Forms, Mentor Teacher documentation and sign in for New Teacher Academy.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: Marcy Elementary will fully enforce BSISD Anti-Bullying Policies, maintaining a zero-tolerance approach to any form of bullying on campus to ensure a safe and respectful environment for all students.

Performance Objective 1: Marcy Elementary will continue proactively addressing bullying by fostering a welcoming school environment built on accountability, respect, and positive relationships.

High Priority

Evaluation Data Sources: Anonymous Alert Reporting System; discipline and incident reports; investigation documents & notes; parent surveys; staff feedback and reports; counselor logs

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will use the ILEAD program with weekly lessons to teach students important character traits that create a positive school environment.</p> <p>Strategy's Expected Result/Impact: As a result of the weekly ILEAD lessons, students will develop key character traits such as respect, responsibility, and empathy, helping to create a more positive, safe, and supportive school environment. This will result in better student awareness of appropriate behavior and a reduction in bullying incidents.</p> <p>Staff Responsible for Monitoring: All Staff on Campus.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will also actively participate in October's 'Anti-Bullying Month' with a variety of activities, class discussions, and targeted ILEAD lessons to promote respect, empathy, and responsible behavior.</p> <p>Strategy's Expected Result/Impact: As a result of participating in Anti-Bullying Month, students will develop greater respect, empathy, and responsibility, contributing to a safer, more positive, and supportive school environment.</p> <p>Staff Responsible for Monitoring: Campus Administration; Campus Counselor; Teachers</p>	Formative		Summative
	Nov	Apr	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Marcy Elementary will continue to promptly and thoroughly investigate any reports or concerns about bullying, making sure every situation is handled promptly and fairly to keep students safe and supported.</p> <p>Strategy's Expected Result/Impact: Students will feel safer and supported at school, and bullying incidents will decrease as all concerns are handled quickly and fairly.</p> <p>Staff Responsible for Monitoring: Campus Administration; Campus Counselor; Teachers</p> <p>Title I: 2.53</p>	Formative		Summative
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Goal 4: Marcy Elementary will continue to promote awareness of key factors that influence student achievement and contribute to a positive, supportive school environment.

Performance Objective 1: Marcy Elementary will aim for a 97% attendance rate, tracking student attendance every six weeks and using this information to provide support when needed, helping every child stay on track for success.





Evaluation Data Sources: TxEIS data reports; attendance committee sign in sheets and agendas; truancy letters; attendance contact logs

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will create an Attendance Committee of teachers and staff to track student attendance, provide support for students who need it, and help ensure every child stays on track and succeeds in school.</p> <p>Strategy's Expected Result/Impact: As a result, student attendance will improve, patterns of concern will be addressed quickly, and more students will stay engaged and on track for academic success.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance Committee Members</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will use fun incentives and recognition programs to encourage students to attend school regularly and stay on track for success.</p> <p>Strategy's Expected Result/Impact: As a result, more students will attend school consistently, leading to improved learning, better engagement in class, and stronger overall academic success.</p> <p>Staff Responsible for Monitoring: Campus Administration and Attendance Committee Members</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Marcy Elementary will monitor student attendance daily, contacting parents or guardians when students are absent and tracking the timely submission of absence excuses.</p> <p>Strategy's Expected Result/Impact: As a result, students will maintain regular attendance, parents will stay informed, and the school can address absences quickly</p> <p>Staff Responsible for Monitoring: Campus Administration; Attendance Clerk</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Marcy Elementary will monitor student attendance and reach out to parents or guardians if a student has too many absences, following district guidelines.</p> <p>Strategy's Expected Result/Impact: This approach will help students attend school more consistently and allow parents to stay informed of possible truancy and grade promotion concerns.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: Marcy Elementary will continue to promote awareness of key factors that influence student achievement and contribute to a positive, supportive school environment.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary staff will complete all required compliance videos by September 30th, 2025. Strategy's Expected Result/Impact: Compliance Video Certificates Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will receive continuous training through Reading Academy and TIL training covering reading and literacy instruction throughout the school year. Strategy's Expected Result/Impact: Staff completing Reading Academy and TIL and then training others during PLC. Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: Marcy Elementary will continue to promote awareness of key factors that influence student achievement and contribute to a positive, supportive school environment.





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

Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will enhance campus safety by conducting monthly safety drills that comply with state requirements and district policies, covering multiple emergency scenarios.</p> <p>Strategy's Expected Result/Impact: Conducting monthly safety drills and providing training and guidance will enhance campus safety and improve preparedness for multiple emergency scenarios, reduce safety-related concerns, and ensure a secure and well-coordinated learning environment for students, faculty, and staff.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will implement ILEAD to promote and encourage best behavior.</p> <p>Strategy's Expected Result/Impact: Principal shout outs, ILEAD routines, and "Something Good is Happening at Marcy postcards</p> <p>Staff Responsible for Monitoring: All Marcy Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Marcy Elementary will work closely with local businesses, parents, and community members to provide extra support and opportunities for students, helping them learn, grow, and connect with the world around them.

Performance Objective 1: Marcy Elementary is partnering with local businesses and community groups to support students and make school events and family activities even more engaging and fun.

Evaluation Data Sources: These partnerships will provide students with more resources and opportunities, strengthen school events, and create engaging experiences for families.





Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will conduct two civic-minded events to promote relationships between community members and businesses.</p> <p>Strategy's Expected Result/Impact: Strengthening of community support and improved over all public perception of the Marcy Elementary; Sign-in Sheets and records from events</p> <p>Staff Responsible for Monitoring: All Marcy Staff</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will solicit businesses to support extrinsic awards for students.</p> <p>Strategy's Expected Result/Impact: Participation Agreements and improved partnerships; improved student and family experiences at Marcy Elementary.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Marcy Elementary will work closely with local businesses, parents, and community members to provide extra support and opportunities for students, helping them learn, grow, and connect with the world around them.

Performance Objective 2: Parents and community members will develop positive, collaborative relationships with Marcy Elementary, as reflected in data such as the district's and campus's Parent Involvement Survey and other feedback measures.

Evaluation Data Sources: Survey Results; Event Attendance; Feedback opportunities (parent meetings, discussion notes, survey results), social media notices of events; communication via ClassDojo.





Strategy 1 Details	Reviews		
<p>Strategy 1: Marcy Elementary will host Meet the Teacher events and a variety of programs designed to promote parental involvement and build capacity for families to actively support their children's learning and success.</p> <p>Strategy's Expected Result/Impact: These events and programs will help families get more involved, strengthen home-school connections, and build the skills and confidence to support their child's learning.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Marcy Elementary will actively promote campus events and activities through the school's Facebook page, website, and ClassDojo to keep families informed and engaged.</p> <p>Strategy's Expected Result/Impact: Sharing updates on Facebook, the website, and ClassDojo will help families stay informed, get involved, and stay connected.</p> <p>Staff Responsible for Monitoring: Campus Facebook Administrators</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Marcy Elementary will utilize parent digital and print newsletters and informational pamphlets (in English & Spanish) to provide parents and families information and strategies to support student learning.</p> <p>Strategy's Expected Result/Impact: Providing bilingual digital and print newsletters will help families stay informed and give them strategies to support learning at home, leading to stronger family engagement and improved student success.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Marcy Elementary will coordinate with Region 18 ESC, BSISD's Migrant Fiscal Agent, to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.

Performance Objective 1: 100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</p> <p>Strategy's Expected Result/Impact: NGS Reports PFS Timeline Report Checklist</p> <p>Staff Responsible for Monitoring: Migrant Specialist</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p> <p>Strategy's Expected Result/Impact: PFS Action Plan</p> <p>Staff Responsible for Monitoring: Migrant Consultant</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 6: Marcy Elementary will coordinate with Region 18 ESC, BSISD's Migrant Fiscal Agent, to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.

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

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

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

Strategy 3 Details	Reviews		
<p>Strategy 3: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children.</p> <p>Strategy's Expected Result/Impact: Family Contact Log, Preliminary Needs Assessment</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6: Marcy Elementary will coordinate with Region 18 ESC, BSISD's Migrant Fiscal Agent, to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.

Performance Objective 3: Provide services to PFS migrant students.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities.</p> <p>Strategy's Expected Result/Impact: Priority placement of students.</p> <p>Staff Responsible for Monitoring: MEP Staff, District Migrant Contact</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</p> <p>Strategy's Expected Result/Impact: Increased connections with necessary support programs</p> <p>Staff Responsible for Monitoring: MEP Staff, District Migrant Contact</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of programs used to support PFS students</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

State Compensatory

Budget for Marcy Elementary

Total SCE Funds: \$153,963.00

Total FTEs Funded by SCE: 3.6

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. At Marcy Elementary, SCE funds are utilized to provide instructional and intervention staff. SCE funds also contribute towards school counseling and administrative functions.

Personnel for Marcy Elementary

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Ruiz	Instructional Aide	Title I	1

Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Treena Foster	Principal
Administrator	Jessica Jones	Assistant Principal
Administrator	Barbra Roberson	Assistant Principal
SPED Teacher	Shelly Peacock	Inclusion Teacher
Certified Teacher	Carman Pedraza	B-Lingual Teacher
Certified Teacher	DeeDee Myers	Math Teacher
Paraprofessional	Lavonda Eckert	Paraprofessional
Certified Teacher	Laci Dugan	Instructional Coach ELAR
Certified Teacher	Yvette Perez	Instructional Coach Math

Impact Leadership Team

Committee Role	Name	Position
Paraprofessional	Lavonda Eckert	Paraprofessional
Parent	Rachel Friar	Parent
Parent	Shilo Salazar	Parent
Certified Teacher	Shelley Peacock	SPED Inclusion Teacher
Certified Teacher	Deedee Myers	2nd grade Math Teacher
Certified Teacher	Carmen Pedraza	2nd grade Bi-Lingual Teacher
Certified Teacher	Laci Dugan	ELAR Instructional Coach
Certified Teacher	Yvette Perez	Math Instructional Coach
Administrator	Barbra Roberson	Assistant Principal
Administrator	Jessica Jones	Assistant Principal
Non Classroom Professional	Matthew VanPelt	Counselor
Administrator	Treena Foster	Principal

Addendums

Marcy Elementary 2025-2026 ESSA Consolidated Grant Funds

Title I

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
211	11	6129	26	110	6	30	0	00	Intervention Aide	\$15,348.96
211	11	6118	26	110	6	30	0	00	Extra Duty Pay (Tutoring/Vertical Alignment)	\$2800.00
211	11	6141	26	110	6	30	0	00	Medicare	\$272.56
211	11	6142	26	110	6	30	0	00	Insurance	\$5,400.00
211	11	6146	26	110	6	30	0	00	Teacher Retirement	\$1,579.66
211	13	6219	26	110	6	30	0	01	Professional Services	\$2,000.00
211	61	6499	26	110	6	30	0	00	Parent/Family Engagement	\$1861.00

Title II

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	25	110	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$12,925.00
255	13	6141	25	110	5	24	0	00	Medicare	\$125.00
255	13	6146	25	110	5	24	0	00	Teacher Retirement	\$500.00

Title III

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr

Title IV

Title IV funds are utilized in the same manner in which we use our Title I, Part A funds since we are a district that engages in a 100 % transfer of funds into Title I, Part A. At the district level, we provide all campus instructional technology support as well, Additionally funds are set aside professional development identified as a need at each campus.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	25	110	5	24	0	00	Instructional Resources/MediaServices	\$182.00

