

Grand Prairie Independent School District



Marshall Elementary Leadership Academy

Accountability Rating: D

2025-2026 Campus Improvement Plan

Mission Statement

At Marshall Leadership Academy, we are committed to shaping today's students into tomorrow's servant leaders by fostering strong academics, rigorous instruction, and loving relationships. We cultivate confident, compassionate achievers who create and pursue a vision, influence others positively, serve their communities, and work collaboratively to turn purpose into action. Through intentional leadership development and a supportive school culture, our students are prepared to lead with character, empathy, and integrity.

Vision

Shaping Today's Students into Tomorrow's Servant Leaders

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Comprehensive Needs Assessment

Demographics

Summary

537 enrolled students. Student Ethnicities are: Hispanic - 69%, AA - 20%, Asian - 4%, White - 5%, 2 or more - 2%, American Indian - 1%

SPED - 15%, ELL - 40%, At Risk- 68.16%, Eco disadvantaged- 71%

Marshall Leadership Academy serves approximately 540 students from Pre-K to 5th grade as both a community school and school of choice. Stakeholders include teachers, parents, students, family members, and community members, who are encouraged to participate in the PTA and various school events. The Campus Improvement Committee ensures stakeholder involvement in campus planning.

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

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

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

Strengths

Several strengths can be identified from the provided information:

1. **Strong Stakeholder Involvement**: The school encourages active participation from teachers, parents, students, and community members through the PTA and Campus Improvement Committee, promoting a collaborative environment.
2. **Leadership Development Programs**: The house system, leadership roles, and school-wide jobs offer students valuable opportunities to build leadership skills and foster a sense of responsibility from a young age.
3. **Access to Technology**: All students have access to technology, and the Leadership Coordinator enhances learning through video production, preparing students for future digital literacy and creative skills.
4. **Diverse Community Representation**: The school serves a broad socioeconomic and educational spectrum, which enriches the community and creates opportunities for inclusive learning experiences.
5. **Class Size Management**: The average class size of 20:1 allows for more personalized instruction and stronger student-teacher relationships, contributing to a supportive learning environment.
6. **Behavioral Insights and Focus on Attendance**: The school tracks discipline trends and attendance patterns, and it implements incentives like no-tardy parties to encourage positive behaviors and reduce truancy, which strengthens school culture and accountability.

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

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Tier 1 instruction at Thurgood Marshall Leadership Academy lacks consistency in rigor, differentiation, and alignment to grade-level standards, resulting in uneven student outcomes and gaps in mastery across core content areas.	Lack of ongoing instructional coaching and feedback cycles to reinforce best practices and instructional expectations.
2 Over the past two years, Thurgood Marshall Leadership Academy has experienced a high teacher turnover rate, resulting in staffing instability, loss of instructional continuity, and increased workload for remaining staff.	Limited staff morale and support systems, particularly around workload management and well-being.
3 A significant portion of the teaching staff at Thurgood Marshall Leadership Academy consists of first- or second-year teachers, many of whom require additional support in instructional planning, classroom management, and data-driven decision-making.	High turnover leading to frequent hiring of novice teachers.
4 Thurgood Marshall Leadership Academy has experienced an increase in student discipline incidents over the past two years, including frequent classroom disruptions and office referrals that negatively impact instructional time and campus culture.	Lack of proactive, tiered interventions to support students with chronic behavioral challenges.
5 Student attendance rates at Thurgood Marshall Leadership Academy remain below its normal average, with chronic absenteeism contributing to lower academic performance and engagement.	Inconsistent implementation of attendance interventions and monitoring systems at the classroom and administrative levels.

 = Priority

Student Learning

Summary

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

Strengths

1. **Parental Involvement and Awareness**: The parent is clearly engaged in their child's education and aware of the challenges,

particularly related to teacher turnover and its impact on learning. This involvement provides a strong foundation for collaboration between the school and family.

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

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Marshall is experiencing a decline in student writing performance. While some students perform better on summative assessments, formative testing reveals gaps in writing proficiency.	Marshall does not have consistent writing instruction that is tailored to address specific writing skills.
2★ Marshall faces declining math performance, especially in 4th grade, with subgroups like African American students under-performing. Inconsistent growth and insufficiently tailored instruction highlight gaps despite existing interventions like RTI and tutoring.	Marshall teachers lack the skills to provide individualized/small group data-driven instruction.
3★ Frequent teacher turnover and insufficient support for new staff are hindering consistent student performance and growth, especially in key areas like 4th-grade math and overall progress.	There has been inconsistency in the culture and expectations for teachers on the campus.
4 Tier 1 instruction at Thurgood Marshall Leadership Academy lacks consistency in rigor, differentiation, and alignment to grade-level standards, resulting in uneven student outcomes and gaps in mastery across core content areas.	Lack of ongoing instructional coaching and feedback cycles to reinforce best practices and instructional expectations.

★ = Priority

School Processes & Programs

Summary

Recruitment and Hiring Process:

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

Clarity of Roles and Responsibilities:

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

Alignment of Educator Strengths with Student Needs:

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

Professional Learning Opportunities:

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

Teacher Evaluations:

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

Understanding of the Campus Needs Assessment (CNA) Committee:

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

Stakeholder Involvement:

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

Systems for Tracking Progress:

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

Support for At-Risk Students:

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

Blending Learning Experiences and College Readiness:

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

Data-Driven Lesson Planning:

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

Equity of Services:

- Multiple leadership opportunities are available to all students.

Transition Procedures for Students Moving Campuses:

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

Classroom Management:

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

Data on Bullying and Child Safety:

- Suicide assessments and bullying data are monitored.

Alignment of Programs with Vision and Mission:

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

Strengths

1. **Comprehensive Recruitment Process**: The use of interviews, job fairs, reference checks, and a two-phase interview process ensures thorough evaluation and recruitment of high-quality educators.
2. **Collaborative Learning Opportunities**: A strong focus on professional development through PLCs, co-teaching, learning walks, and coaching cycles supports continuous teacher growth and collaboration.
3. **Support for At-Risk Students**: Enrichment programs, tutors, paraprofessionals, and inclusion teachers provide targeted support to ensure at-risk students have the resources they need to succeed.
4. **Data-Driven Instruction**: The use of MAP assessments, exit tickets, data folders, and PLCs ensures that instruction is guided by data and tailored to meet student needs.
5. **Focus on Student Leadership and Equity**: Providing multiple leadership opportunities and ensuring equity of services demonstrates a commitment to empowering all students and promoting inclusivity.
6. **Strong SEL and College Readiness Programs**: The integration of SEL lessons, career week, college dress-up days, and suicide prevention week shows a focus on students' emotional well-being and future readiness.
7. **Effective Classroom Management**: The behavior matrix, buddy classroom support, and house points system create a structured and positive environment for managing student behavior.
8. **Comprehensive Safety Measures**: The school's alignment with district safety protocols, regular drills, and the presence of a school officer reflect a strong commitment to student safety.
9. **Stakeholder Engagement**: Input from stakeholders in updating the Campus Improvement Plan ensures community involvement and shared responsibility in school improvement.
10. **Smooth Transition Processes**: The school provides 5th graders with multiple options, middle school visits, and field trips to ensure smooth transitions to the next stage of their education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Teacher Evaluation Alignment: Teacher evaluations currently do not fully correlate with summative data. Implementing a more consistent feedback system and ensuring evaluations reflect overall performance and student outcomes would improve teacher growth.	Inconsistency in classroom walkthroughs and completing the coaching cycle with fidelity
2 ★ Admin was inundated with behavior issues in the office last year, and it resulted in lost time working on instruction in classrooms and PLCs.	Behavior Management Consistency: The campus has implemented a behavior matrix and set clear expectations for teachers regarding their behavior management as a whole.
3 Thurgood Marshall Leadership Academy has experienced an increase in student discipline incidents over the past two years, including frequent classroom disruptions and office referrals that negatively impact instructional time and campus culture.	Lack of proactive, tiered interventions to support students with chronic behavioral challenges.
4 A significant portion of the teaching staff at Thurgood Marshall Leadership Academy consists of first- or second-year teachers, many of whom require additional support in instructional planning, classroom management, and data-driven decision-making.	High turnover leading to frequent hiring of novice teachers.

★ = Priority

Perceptions

Summary

For the 2025–2026 school year, Marshall Leadership Academy continues to cultivate a positive, nurturing, and student-centered learning environment built on strong relationships, a rigorous curriculum, and a shared sense of safety and belonging among students and staff. Students describe their teachers as caring, engaging, and deeply invested in their success—balancing academic rigor with fun, community-building experiences that make learning enjoyable and meaningful.

The staff’s dedication to delivering a content-rich and standards-aligned curriculum remains evident, ensuring students receive a well-rounded education. Safety continues to be a top priority, supported by consistent drills, clear procedures, and proactive supervision. Students take pride in leadership opportunities through roles such as classroom helpers, house leaders, and student council representatives, which promote ownership, responsibility, and school pride.

Teacher morale and satisfaction remain strong, supported by a collaborative campus culture. While workload and stress occasionally contribute to turnover, many teachers remain deeply committed to the campus, with a significant portion serving at Marshall for three or more years. Team collaboration and administrative support are key strengths, with staff working closely to share ideas and resources. The school’s mentorship system provides structured support for new and developing teachers, pairing them with experienced colleagues and instructional coaches. The inclusion of mentors outside the classroom also helps balance responsibilities and prevent burnout.

Student engagement is a hallmark of the school culture. Students eagerly participate in spirit events such as dress-up days, house rallies, and leadership challenges, fostering enthusiasm and community spirit. Restorative practices are used effectively to build relationships and resolve conflicts, contributing to a respectful and inclusive campus climate.

Parent and community partnerships continue to thrive. Families feel welcomed and involved through literacy nights, family engagement events, and volunteer opportunities. Communication remains strong and inclusive through multiple platforms—including newsletters, Class Dojo, and campus updates—with materials provided in both English and Spanish to ensure accessibility for all families.

Finally, the school maintains a steadfast commitment to student safety, well-being, and inclusion. Anti-bullying initiatives, STOPit reporting tools, and monthly counselor-led guidance lessons reinforce a culture of respect and accountability. The school ensures that non-English-speaking families have equitable access to all district and campus resources.

Overall, Marshall Leadership Academy’s greatest strengths continue to be its strong sense of community, dedicated and collaborative staff, and unwavering focus on student engagement, safety, and success.

Strengths

Positive School and Learning Environment

Strong Relationships: Students describe their teachers and staff as caring, engaging, and supportive. Teachers actively participate in both academic and fun activities that help strengthen connections and build a positive classroom culture.

Safety and Belonging: Students and staff report feeling safe and supported on campus. Consistent safety drills, clear emergency protocols, and strong supervision help maintain a secure environment. Students also experience a sense of belonging through leadership roles such as classroom helpers, school jobs, and participation in student council.

Teacher Satisfaction and Retention

Commitment to the Campus: While some turnover persists due to workload and stress, teacher commitment remains strong. Many staff members express a desire to stay at Marshall Leadership Academy, with several serving on campus for more than three years.

Collaborative and Supportive Culture: Teachers describe the work environment as collaborative and supportive. Grade-level teams and administrators provide consistent guidance, creating a spirit of teamwork and shared accountability.

Support for New and Developing Teachers

Mentorship and Coaching: New and struggling teachers receive support through structured mentorship and collaboration with peers, team leads, and instructional coaches. The school also recognizes the value of mentors who are not classroom teachers, helping to reduce workload pressures and provide focused professional support.

Student Engagement and Support

Active Engagement: Students demonstrate high levels of enthusiasm for school events such as dress-up days, house rallies, and leadership challenges. They feel emotionally, academically, and physically supported by their teachers and the school counselor.

Restorative Practices: The use of restorative practices helps students resolve conflicts constructively, contributing to a positive and respectful school climate.

Parent and Community Involvement

Welcoming and Inclusive Environment: Parents feel welcomed and connected to the school community. They have opportunities to visit campus, eat lunch with their children, and participate in family events such as literacy nights and engagement activities.

Effective and Accessible Communication: Communication with families is consistent and inclusive. The school shares information through newsletters, flyers, and Class Dojo, with materials translated into Spanish to ensure accessibility for non-English-speaking families.

Community Partnerships: Families are encouraged to participate through the PTA and community-based events, with engagement tracked through attendance and participation data.

Student Safety and Well-being

Comprehensive Safety Protocols: Marshall Leadership Academy maintains strong safety systems, including structured supervision during arrival and dismissal and regular emergency drills.

Bullying Prevention and Guidance: The school's anti-bullying campaign, supported by the STOPit reporting tool and monthly counselor-led guidance lessons, reinforces a culture of safety and respect.

Inclusive Practices

Bilingual Communication: The school ensures inclusivity by providing translated communication and leveraging district translation services to keep non-English-speaking families informed and engaged.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Our front office customer service has led to complaints being filed with both the central office and the principal by parents.	Lack of training for front office staff, clear expectations from the principal, and systems of accountability and frequent review of performance.
2 Over the past two years, Thurgood Marshall Leadership Academy has experienced a high teacher turnover rate, resulting in staffing instability, loss of instructional continuity, and increased workload for remaining staff.	Limited staff morale and support systems, particularly around workload management and well-being.
3 Student attendance rates at Thurgood Marshall Leadership Academy remain below its normal average, with chronic absenteeism contributing to lower academic performance and engagement.	Inconsistent implementation of attendance interventions and monitoring systems at the classroom and administrative levels.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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

2
★

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

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

3
★

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

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

4
★

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

Inconsistency in classroom walkthroughs and completing the coaching cycle with fidelity

5
★

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

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

6
★

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

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



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

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
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved 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
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data

- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data

- ☒ **Budgets/entitlements and expenditures data**
- ☒ **Study of best practices and high yield strategies**
- ☒ **Technology and resource allocation data**
- ☒ **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- ☒ **Focus Group(s) data**



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Use data from benchmark assessments and STAAR simulations to identify 3rd-grade students who remain below grade level. Provide small-group, evidence-based reading interventions during and after school, focusing on comprehension, vocabulary, and fluency skills. Progress should be monitored bi-weekly to adjust instruction as needed.

Strategy's Expected Result/Impact: Increased identification and support of students at risk for reading difficulties will accelerate growth, moving more students toward grade-level proficiency.

Staff Responsible for Monitoring: Classroom teachers, Reading Specialists/Teachers, and Campus Instructional Coaches.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Strategy 2

Provide ongoing professional development for 3rd-grade teachers on research-based reading strategies aligned to STAAR standards. Incorporate differentiated instruction, guided reading, and formative assessment practices to ensure all students have access to rigorous, grade-level texts and are actively engaged in learning.

Strategy's Expected Result/Impact: Students will show measurable growth in reading comprehension, fluency, and vocabulary, reflected in improved performance on formative assessments, benchmarks, and STAAR results.

Staff Responsible for Monitoring: Classroom teachers, District Reading Specialists, and Campus Instructional Coaches.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

Provide ongoing professional development for 3rd-grade teachers focused on research-based math strategies aligned to the TEKS and STAAR standards. Emphasize conceptual understanding, problem-solving, and math discourse. Teachers will incorporate daily formative assessments and small-group instruction to address skill gaps and extend learning for advanced students.

Strategy's Expected Result/Impact: Teachers will deliver more rigorous, standards-aligned lessons that build conceptual depth, leading to improved student mastery of math TEKS and higher performance on STAAR assessments.

Staff Responsible for Monitoring: Teachers, Campus IC, Math Strategist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Strategy 2

Use common assessments, unit tests, and benchmark data to identify students performing below grade level. Provide targeted, small-group interventions during the school day and enrichment opportunities for students performing at or above grade level. Instructional support staff and interventionists will track progress every three weeks and adjust instruction accordingly.

Strategy's Expected Result/Impact: Students receiving targeted intervention will demonstrate measurable growth in foundational math skills, narrowing achievement gaps and increasing the percentage of students achieving Meets Grade Level or higher on STAAR Math.

Staff Responsible for Monitoring: Teachers, Campus IC, Math Strategist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: Not applicable. Marshall is a PK-5th grade campus.

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1 Additional Targeted Support Strategy

Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback.

Strategy's Expected Result/Impact: By June 2026, Marshall will see a 5% decrease in in-school suspension (ISS from 13 to 11), Out of school suspension (OSS from 0 to 0), and Disciplinary Alternative Education Program (DAEP from 1 to 2) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: Principal, AP, Counselor

Problem Statements: School Processes & Programs 2

Funding Sources: 211 - Title 1,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

January

March

June

Strategy 2 Additional Targeted Support Strategy

Marshall will implement the Leader In Me campus program with fidelity.

Strategy's Expected Result/Impact: Students will increase in their capacity to live out and model the 7 habits of highly effective people, resulting in improved behavior and interpersonal conflict.

Staff Responsible for Monitoring: Administration, counselor, Leader in Me team

Problem Statements: School Processes & Programs 2

Funding Sources: Leader In Me program 211 - Title 1, \$12,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

January

March

June

Measurable Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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

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

Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Enhance communication with families by using multiple platforms--such as newsletters, Class Dojo, flyers, and social media--to share information about upcoming district and campus events. Ensure all communication is provided in both English and Spanish. Teachers and staff will personally invite families to key events, and campus liaisons will follow up with reminders and post-event surveys to gather feedback.

Strategy's Expected Result/Impact: Families will feel more informed and personally connected to school activities, resulting in increased attendance and stronger school-home relationships.

Staff Responsible for Monitoring: Principal, Asst. Principal, Leadership Coordinator, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

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March

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Strategy 2

Host monthly or quarterly family engagement nights focused on academic content (literacy, math, science) and student leadership goals. Collaborate with parent volunteers and community partners to design interactive sessions that highlight student learning and leadership. Attendance will be tracked through sign-in sheets, with incentives provided for grade levels that meet participation targets.

Strategy's Expected Result/Impact: Families will actively participate in learning-focused events, increasing overall attendance by 5% and strengthening partnerships that support student achievement and school culture.

Staff Responsible for Monitoring: Principal, Asst. Principal, Leadership Coordinator, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

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Measurable Objective 6 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Establish a consistent, campus-wide system to monitor student attendance daily and identify students at risk of chronic absenteeism. Teachers and attendance clerks will make early

contact with families after three unexcused absences, while administrators and counselors will coordinate conferences for students with ongoing attendance concerns. Positive reinforcement strategies--such as attendance incentives, class competitions, and recognition programs will be used to encourage consistent attendance.

Strategy's Expected Result/Impact: Early intervention and consistent communication will reduce chronic absenteeism, improving student attendance rates and increasing overall ADA.

Staff Responsible for Monitoring: Teachers, PEIMS, Admin.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Collaborate with families and community organizations to address barriers to regular attendance, such as transportation, health, or family needs. Host family education sessions emphasizing the importance of daily attendance and its impact on academic success. Communicate attendance goals and progress through newsletters, Class Dojo, and school events to maintain family awareness and engagement.

Strategy's Expected Result/Impact: Families will have a clearer understanding of attendance expectations and supports, leading to improved daily attendance rates and stronger home-school partnerships that sustain the 94% ADA goal.

Staff Responsible for Monitoring: Teachers, PEIMS, Admin.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Measurable Objective 7 **High Priority** **HB3 Priority Focus Area**

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1 **Additional Targeted Support Strategy**

This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement.

Strategy's Expected Result/Impact: By June 2025, Marshall will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 48% to 52%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Administration and icoach

Problem Statements: Student Learning 2

Funding Sources: Intervention 211 - Title 1, \$1,200

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 Additional Targeted Support Strategy

Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success

Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 53% to 57%).

Staff Responsible for Monitoring: Administration and icoach

Problem Statements: Student Learning 2

Funding Sources: SPED Resources 199 - SCE, \$1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

November

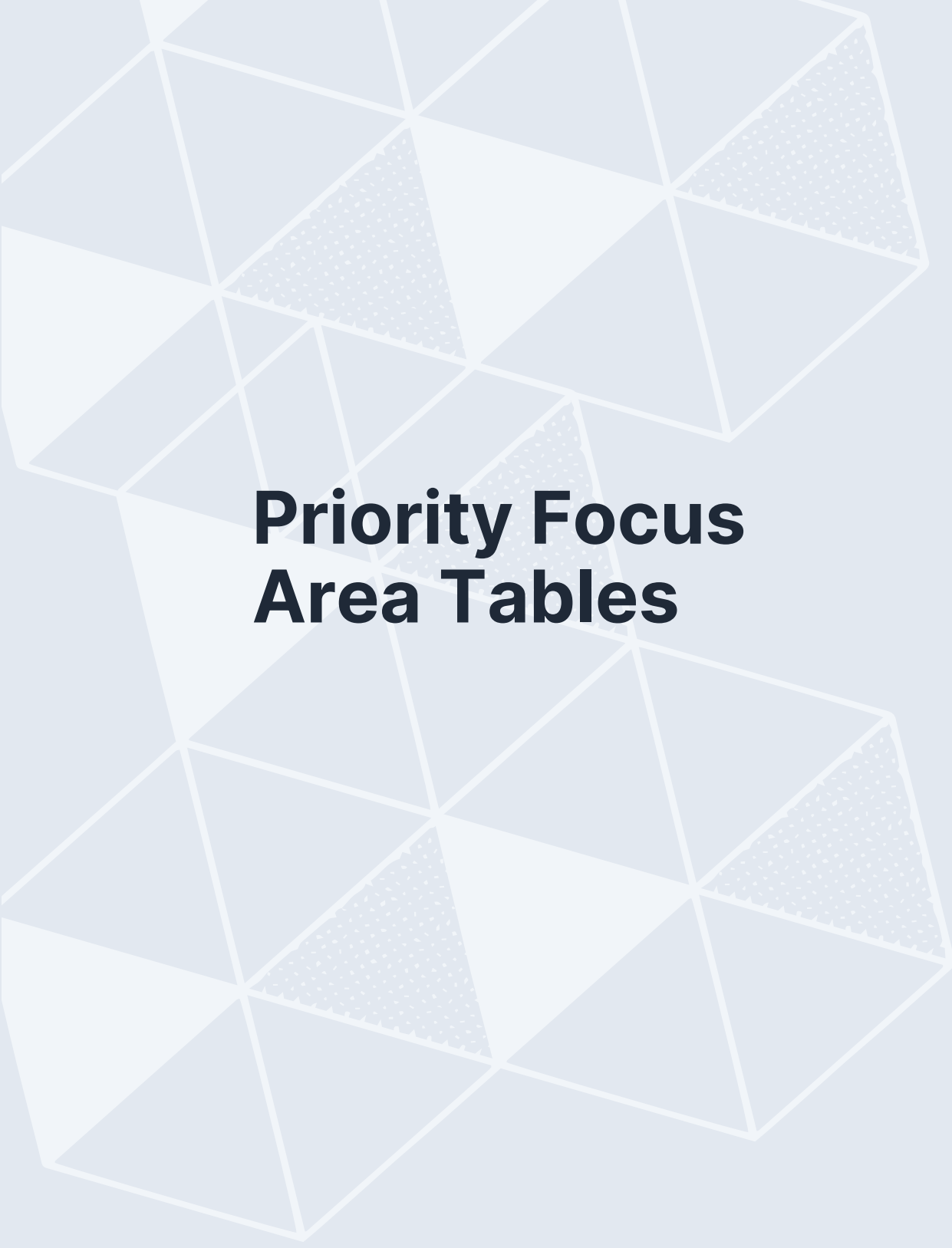
January

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Measurable Objective 7 Problem Statements Identifying Student Learning

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



Priority Focus Area Tables

Additional Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	4	1	Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback.
1	4	2	Marshall will implement the Leader In Me campus program with fidelity.
1	7	1	This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement.
1	7	2	Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024