

**Grand Prairie Independent School District
Marshall Elementary Leadership Academy
2018-2019 Campus Improvement Plan**



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Marshall has not progressed in writings scores even after extensive tutoring and following district protocols. We have taken a new direction and put an emphasis on grammar. We use retired teacher to serve as in school tutors for struggling students. All demographics have performed satisfactorily on STAAR. Marshall earned 4 distinctions, Top 25% progress, Top 25% Closing the Gaps, post Secondary Readiness and Reading. Marshall is a successful thriving campus.

Demographics

Demographics Summary

Ethnicity's are: Hispanic- 64%, AA- 17%, Asian-7%, White-8%, 2 or more-3%

SPED - 7%, ELL- 34%, At Risk- 49%, Eco disadvantaged- 75%

Ethnicity groups are composed of:Hispanic- 426-, AA-129, White-50 ,Asian-46: 2 or more -25

At-risk -337 ; 504 - 52; SPED - 54; GT - 37; ELL - 232, Eco Dis-480

Teacher retention at 93%

Teachers: White-52%, Hispanic- 33%, AA 15%

Demographics Strengths

All ethnicitys were above 80% on all staar tests.

Student Academic Achievement

Student Academic Achievement Summary

Marshall gained distinctions in Reading, Post Secondary Readiness, top 25% Academic Growth, and top 25% Closing the Gaps. Marshall ranked in the top 5 in all areas within the district on STAAR.

Student Academic Achievement Strengths

Reading Scores improved and an increase in masters level progress was high.

School Processes & Programs

School Processes & Programs Summary

Staff retention was at 93 % with 2 staff resigning. The I coach through PLC's has maintained a high level of instructional practices addressing SE's. The use of Achieve 3000, Sumdog, Fast Forward, Raz kids, Moby Max and Think through Math have supplemented our instruction to fill learning gaps. Our RTI process has identified numerous students with learning disabilities and increased scores by at least 10-15%.

School Processes & Programs Strengths

RTI remains to be major factor in Marshall's continued growth and academic success. Fast Forward and Raz Kids with paid tutors have helped in grades K-2 to fill reading and math deficiencies.

Perceptions

Perceptions Summary

Marshall's unique structure develops skills and fills learning gaps. It also fosters a high degree of Marshall dedication. We are perceived as a special school when in fact we are a neighborhood school that is 75% free and reduced economically disadvantaged. The implementation of The leader in me has strengthened our character development and has been a tool for increased parental involvement.

Perceptions Strengths

We have a diverse campus with high achievement. Our character development has made Marshall a National School of character and a Leader in me school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

Evaluation Data Source(s) 1: PLC rosters, training agendas, intervention documentation, tutoring records

Summative Evaluation 1:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Instructional Coach position will address instructional needs with teachers through planning, modeling, classroom observations, and feedback with the teachers.</p>	2.4, 2.5, 2.6	I coach, administration	High Teacher Achievement with the planning and teaching process for Tier 1 instruction Increase Student Achievement				
Funding Sources: 211 - Title 1 - 76239.00							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) Response to Intervention coordinator to identify struggling students who are more than 1 year behind grade level peers. Schedule parent meetings and oversee documentation and sustain an RTI program with fidelity. Provide proven interventions to fill in learning gaps and support at-risk students.</p>	2.4, 2.6	Administration	To decrease the learning gaps in all children. To identify students with learning disabilities.				
Funding Sources: 211 - Title 1 - 3500.00							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

Evaluation Data Source(s) 2: Enrollment data, GPISD assessment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) To increase Pre school students early reading skills and self control through the Learning Discovery Training. Students learn to coordinate eyes for reading and development of motor control for their body in space. The exercises they do increase focus and the student will develop self control and be able to re-direct themselves.</p>	2.4, 2.5, 2.6	Pre K teachers, Bridges lab teacher, Administration	to increase early reading skills and develop PRE K students ability to be able to learn in a classroom setting				
Funding Sources: 199 - General Fund - 8500.00							
							

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Source(s) 3: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.



Summative Evaluation 3:


Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Evaluation Data Source(s) 4: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Provide tutors who are retired school teachers to implement RTI Tier 2 and 3 support in Reading Math and Science.	2.4, 2.5, 2.6	Administration	Reduction of learning gaps through data monitoring in Star 360, DRA's, 9 weeks assessments and STAAR results.				
	Funding Sources: 211 - Title 1 - 30000.00						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) To provide an early intervention program for K-2 students who are academically at risk.	2.4, 2.5, 2.6	Administration	Increase in Reading ability to attain grade level standards.				
	Funding Sources: 211 - Title 1 - 7500.00						










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Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

Evaluation Data Source(s) 5: tutoring records, prescriptive interventions documentation

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Ensure timely identification of academic services for LEP, Special Education, at-risk, Migrant, and GT students. Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.	2.4, 2.5, 2.6, 3.1	Administration	Increase in student academic growth through data monitoring in Star 360, DRA's, 9 weeks assessments and STAAR results.				
	Funding Sources: DISTRICT ONLY: - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Response to Intervention coordinator. hire professional staff to implement and sustain an RTI program with fidelity. Provide proven interventions to fill in learning gaps.	2.4, 2.6	Administration	To decrease the learning gaps in all children.				
	Funding Sources: 211 - Title 1 - 3500.00						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Response to Intervention coordinator. hire professional staff to implement and sustain an RTI program with fidelity. Provide proven interventions to fill in learning gaps.	2.4, 2.6	Administration	To decrease the learning gaps in all children.				
	Funding Sources: 211 - Title 1 - 3500.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 6: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

Evaluation Data Source(s) 6: Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

Summative Evaluation 6:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Implement Leader in Me By Franklin Covey to increase Student character, teacher leadership and effectiveness. To provide students with the tools necessary to be successful in school and in a career. To build foundations for at risk families by incorporating the families in exercises using the Leader in Me concept.</p>	2.5, 2.6, 3.2	Administration and staff	Increases in student accountability, teacher effectiveness.Reduction in discipline reports.				
Funding Sources: CAMPUS FUNDS: - 5800.00, DISTRICT ONLY: - 10000.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Implement Capturing Kids Hearts strategies as a campus. 100% of staff CKH trained.</p>	2.5	Administration	Increase student achievement through positive relationships.Promote positive relationship with parents.				
<p>PBMAS Critical Success Factors CSF 6</p> <p>3) Students and Staff will participate in Capturing Kids Hearts, Rachel's Challenge, Kindness Club, and monthly guidance lessons to help promote a positive, caring, safe, and secure environment to meet the needs of the students emotionally.</p>	2.6, 3.1	Counselor	Emotionally Strong Relationships among the Staff and Students				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Source(s) 7: Attendance Reports.

Summative Evaluation 7:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 1) Tracking of student attendance by teachers and students. Provide incentives for attendance.	2.4, 2.5, 2.6, 3.1	Administration and staff	Increase overall student attendance by tracking and rewarding individual attendance.				
	Funding Sources: 199 - SCE - 1000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

Evaluation Data Source(s) 1: classroom walkthrough data, teacher evaluation system data

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will collaborate with the Instructional Coach and Teaching and Learning strategists to identify what additional and/or exchange day credit professional development is needed to be vertically and horizontally aligned for success in PLC and the classroom. Feedback from administrators during walkthroughs and observations will also be used for these decisions and discussions.</p>	2.4, 2.5	Administration District Teaching and Learning Dept. ICoach	Higher level of instruction Increase Student Achievement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Evaluation Data Source(s) 2: retention data, recruitment data

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 6 CSF 7</p> <p>1) Staff will read and adhere to the business operations handbook, safe schools training, campus faculty handbook, and district handbook to make certain all policies, procedures, laws, and expectations are followed. This ensures a safe and orderly campus.</p>		Administration Front Office Staff	Smooth and Orderly Operation of Daily Procedures				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide Attendance Incentives for Staff to build Relational Capacity. Each Staff member that has no absences, no arrives late, or no leaves early will receive the new GPISD shirt to wear with jeans on any day of their choice the next 9 weeks.</p>		Administration Front Office Staff	Increase in Staff Attendance, Quality, and Relationships				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Evaluation Data Source(s) 3: PLC feedback, lesson plans, student achievement data

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) To use Star 360 data along with Dra's 9 weeks assessments to identify struggling students. Inviting parents to attend tier 2 and 3 meetings for their input.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal RTI coordinator	Decrease the number of students who are in the urgent intervention category. Decrease in learning gaps.				
Funding Sources: DISTRICT ONLY: - 0.00							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Using data from Edugence, all teachers and students will track their performance on Quarter Assessments with documented goals. Teachers will continue to progress monitor each student using the required literacy assessments, STAR 360, DRA, and TPRI. Students will work for academic incentives for their academic progress.</p>	2.4, 2.5, 2.6	Administration Team Leaders Classroom Teachers	Emotionally Strong Relationships among the Staff and Students Increase Student Achievement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training's, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 1: GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

Evaluation Data Source(s) 1: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Parents will be invited to provide feedback and give input on the CIC, PTA, and Parent Involvement Survey this school year at BOY. All required CIC meetings will be held, documented, and posted according to the law.</p>	3.1, 3.2	Administration	Increase in Parent Involvement and Input				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training's, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 2: Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

Evaluation Data Source(s) 2: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Summative Evaluation 2:

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training's, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

Evaluation Data Source(s) 3: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Summative Evaluation 3:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) parent EL classes	3.1, 3.2	Parent Liaison and administration.	Increased parent communication and support.				
Funding Sources: DISTRICT ONLY: - 0.00							
Critical Success Factors CSF 5 CSF 6 2) Computer classes for parents	3.1, 3.2	IMS and parent liaison	Improve parents ability to navigate today's technological requirements to function in society.				
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Leadership nights to promote the positive things happening at Marshall. to increase parent involvement in the 7 habits by Franklin Covey.	3.1, 3.2	Lighthouse team	Increase parental support for their child academic and social development.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

Evaluation Data Source(s) 1: Campus inventory, purchase orders, usage data

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) use campus funds to purchase assistive technology to increase teacher effectiveness using I pads and computers.	2.4, 2.5, 2.6	Administration IMS	To fully take advantage of the resources on campus and to increase student achievement.				
Funding Sources: CAMPUS FUNDS: - 0.00							
							

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Evaluation Data Source(s) 2: classroom walkthroughs, teacher feedback, usage logs

Summative Evaluation 2:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will be provided training opportunities for student and teacher devices to aid in the Teaching and Learning process in the classroom.</p>	2.4, 2.5	Administration IMS/IMA ICoach	Increase Student Achievement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Source(s) 1: Incident reports. BOE report format.

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Implement Capturing Kids Hearts strategies as a campus. 100% of staff CKH trained.	2.5, 2.6	Counselor	Increase student achievement through positive relationships.Promote positive relationship with parents.				
							

Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Source(s) 2: Incident reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Implement Leader in Me By Franklin Covey to increase Student character, teacher leadership and effectiveness. To provide students with the tools necessary to be successful in school and in a career. To build foundations for at risk families by incorporating the families in exercises using the Leader in Me concept.</p>	2.5, 2.6, 3.2	Administration and staff	Increases in student accountability, teacher effectiveness.Reduction in discipline reports.				
Funding Sources: 211 - Title 1 - 15000.00							
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) All staff will be trained on the emergency plan, visitor requirements, building security, and will participate in monthly drills such as fire, tornado, lock-down, and reverse evacuation as required by law.</p>	2.5, 2.6	Administration	Safety and Preparedness for all Staff and Students				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	7	1	Tracking of student attendance by teachers and students. Provide incentives for attendance.
2	3	1	To use Star 360 data along with Dra's 9 weeks assessments to identify struggling students. Inviting parents to attend tier 2 and 3 meetings for their input.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Gordon Carlisle	Principal
Classroom Teacher	Elise Crawford	Teacher
Classroom Teacher	Jessica Ledbetter	
Classroom Teacher	Jessica Anthony	
Classroom Teacher	Tamara Novicio	
Classroom Teacher	Lena Trim	
Classroom Teacher	Robin Brown	
Classroom Teacher	Emilie Capp	
Paraprofessional	Maggie Wolters	
Classroom Teacher	Julie Littlejohn	
Classroom Teacher	Regina McKenzie	
Business Representative	Ryan McFalls	
District-level Professional	Andrea Brown	
Community Representative	James Earl	
Parent	Jessica Benitez	

District Funding Summary

CAMPUS FUNDS:					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Funding to pay for the program		\$5,800.00
4	1	1	assistive technological devices		\$0.00
Sub-Total					\$5,800.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Funds to buy program and train staff		\$8,500.00
Sub-Total					\$8,500.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	funds for incentives		\$1,000.00
Sub-Total					\$1,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	salary for I coach		\$76,239.00
1	1	2	stipend		\$3,500.00
1	4	1	Compensation for tutors	30000	\$30,000.00
1	4	2	tutor pay		\$7,500.00
1	5	2	stipend		\$3,500.00
1	5	3	stipend		\$3,500.00
5	2	1	Funding to pay for the program		\$15,000.00
Sub-Total					\$139,239.00
DISTRICT ONLY:					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	District staffing funds		\$0.00

1	6	1			\$10,000.00
2	3	1	STAR 360 provided by the district.		\$0.00
3	3	1	after school instructor		\$0.00
Sub-Total					\$10,000.00
Grand Total					\$164,539.00