Aransas Pass Independent School District

Charlie Marshall Elementary

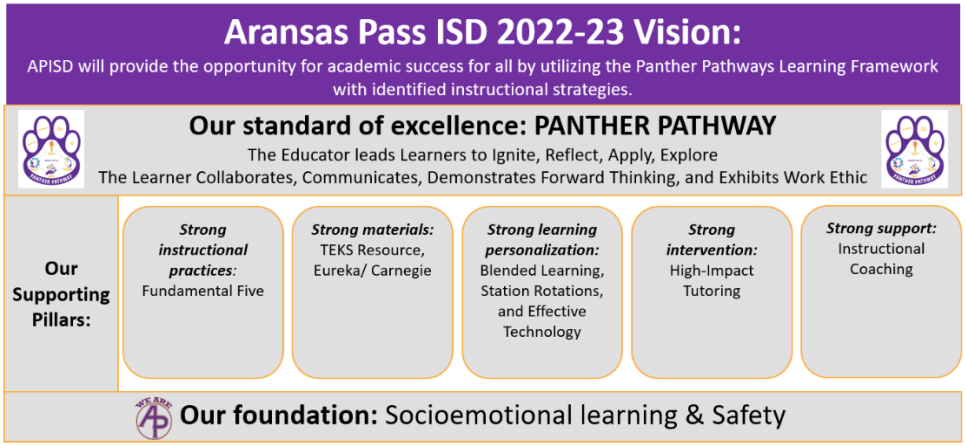
2022-2023 Campus Improvement Plan

Mission Statement

We believe that our school district is a catalyst in our community. It is our mission to encourage, motivate, nurture, and inspire everyone through commitment to academic excellence.

Vision

APISD will provide the opportunity for academic success for all by utilizing the Panther Pathway Learning Framework with identified instructional strategies.



Value Statement

All students will excel in an ever changing tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Charlie Marshall Elementary is one of five campuses in Aransas Pass Independent School District. CME serves the district's third, fourth and fifth grade students. CME prides itself on great customer service, a positive campus cuture, and building rapport with families and community members. Breakfast and lunch, at no cost, is provided to all students through our cafeteria progam.

According to the 2020-2021 Texas Academic Performance Report from Texas Education Agency, Charlie Marshall educated 346 total students.

CME has a population base of:

- African American-3.2%
- Hispanic-64.2%
- White-29.5%
- American Indian-0.3%
- Asian-0.3%
- Pacific Islander-0%
- Two or More Races-2.6%

Students enrolled in Special programs include:

- 9.2% Bilingual/ESL
- 6.4% Gifted and Talented
- 11.6% Special Education

CME has a program enrollment of:

- Economically Disadvantaged-82.9%
- At Risk-31.8%

Class size averages for CME grades 3-5 as indicated by TAPR are as follows:

- Number of Students Per Teacher: 17.3

The daily attendance rate as reported in the TAPR was 98.9% (2019-2020).

The daily attendance rate as reported in the TAPR was 95.8% (2018-2019).

Demographics Strengths

Our 5th grade Emergent Bilingual students exceeded the state average in Academic Performance at 95%.

Our 5th grade Special Education students exceeded the state average in Academic Performance at 90%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Economically Disadvantaged population continues to perform below other sub groups on various STAAR tests. **Root Cause:** Across instructional settings, there is evidence of a knowledge gap in differentiated, research-based practices in reading instruction. The process for isolating skills gaps on an individualized level continues to be refined, so that student needs may be addressed appropriately.

Student Achievement

Student Achievement Summary

According to the 2020-2021 TAPR report, specifically in the area of progress, Charlie Marshall Elementary achieved a score that is equivalent to the state average in all grades, ELA/Reading.

Student Achievement Strengths

Charlie Marshall Elementary demonstrated percentages higher than those of the state in the area of fourth grade Reading at Approaches (64%), when compared to that of the state, 63%.

Charlie Marshall Elementary demonstrated percentages higher than those of the state in the area of fifth grade Reading at Approaches (79%), when compared to that of the state, 73%.

Charlie Marshall Elementary demonstrated percentages higher than those of the state in the area of fifth grade Math at Approaches (79%), when compared to that of the state, 70%.

Charlie Marshall Elementary demonstrated percentages higher than those of the state in the area of fifth grade Science at Approaches (64%), when compared to that of the state, 62%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our Economically Disadvantaged population continues to perform below other sub groups on various STAAR tests. **Root Cause:** Across instructional settings, there is evidence of a knowledge gap in differentiated, research-based practices in reading instruction. The process for isolating skills gaps on an individualized level continues to be refined, so that student needs may be addressed appropriately.

School Culture and Climate

School Culture and Climate Summary

Charlie Marshall Elementary school is a small campus of 21 certified teachers with a variety of experience regarding subjects taught and years in the profession. Class sizes have traditionally been low and continue to remain so. Parents, guests and community members often refer to the positive and inviting campus culture, upon entering our building.

School Culture and Climate Strengths

Strong parental support and involvement regarding discipline is a strength of our school culture, combined with campus wide character education that is delivered to all students through our PE department.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A more secure entrance needs to be built to prevent unauthorized entry. **Root Cause:** The cost to safely secure the entrance to Charlie Marshall Elementary has inhabited the process at this time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Charlie Marshall Elementary experiences a low, attrition rate. The campus culture is one that staff, students work to keep positive. The administrators are present throughout the campus, daily, to ensure the support needed is provided. Celebrations occur monthly to highlight, not only the growth by our children, but also by our staff.

Staff Quality, Recruitment, and Retention Strengths

Charlie Marshall Elementary offers a positive campus culture, low student-to-teacher ratio, a personal blended learning coach, a personal math coach, a new teacher mentor program, supportive administrators, great students and supportive family and community members. Staff accomplishments are showcased during our daily morning announcements, Employee of the Month and monthly employeee appreciation day events with a wide variety of activities including luncheons, jean days and weekly room service.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The pay scale continues to be lower than that of surrounding districts. **Root Cause:** Aransas Pass ISD's pay scale has improved, but is still remains somewhat lower when compared to surrounding districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are assessed through Star 360 in both math and reading at the beginning of the year, in the middle of the year and at the end of the year. Along with this assessment, students are tested every three weeks in all core content areas. A winter and spring benchmark are given to all students in their STAAR tested subjects only. These tests are used to identify individual student needs, as well as track student growth over the course of the entire school year. Teachers meet with their content teams to discuss research-based instructional strategies to incorporate into their lessons and accelerated instructional blocks in order to adjust their instruction, while providing interventions when needed. The Response to Intervention, also known as RTI, along with HB4545, is documented by administration for our students, under their individualized learning plan in DMAC. This systematic approach is used to address student needs and monitor student progress. Administration utilizes the classroom walkthrough system in order to paint a picture of the instructional programs available on campus and to observe the students in actively engaged lessons. Administration also provides individual coaching to their teaching staff and provides training, when necessary.

Curriculum, Instruction, and Assessment Strengths

Creating a master schedule that allows for RTI and HB4545 accelerated instruction tutoring time provides a system that focuses on growth and mastery of the TEKS for each of our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Overall, in all grades 3-5, math is below the state average. **Root Cause:** A new math curriculum, teacher practices and study of content needs to be refined to ensure appropriate TEKS-driven and research-based instruction is delivered, while continuing to actively engage our students.

Technology

Technology Summary

Additional technology software is continuously being integrated within the classrom to provide each student a blended learning opportunity.

Technology Strengths

Charlie Marshall Elementary is a 1:1, in which every student has a Chrombebook to utilize in the classroom for instructional purposes.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The rapidly changing technology requires upgrading equipment and an increase in personnel units to handle the equipment. **Root Cause:** The expense to maintain the ever-changing technology continues to be a challenge.

Priority Problem Statements

Problem Statement 1: Our Economically Disadvantaged population continues to perform below other sub groups on various STAAR tests.

Root Cause 1: Across instructional settings, there is evidence of a knowledge gap in differentiated, research-based practices in reading instruction. The process for isolating skills gaps on an individualized level continues to be refined, so that student needs may be addressed appropriately.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Economically Disadvantaged population continues to perform below other sub groups on various STAAR tests.

Root Cause 2: Across instructional settings, there is evidence of a knowledge gap in differentiated, research-based practices in reading instruction. The process for isolating skills gaps on an individualized level continues to be refined, so that student needs may be addressed appropriately.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: A more secure entrance needs to be built to prevent unauthorized entry.

Root Cause 3: The cost to safely secure the entrance to Charlie Marshall Elementary has inhabited the process at this time.

Problem Statement 3 Areas: School Culture and Climate - School Context and Organization

Problem Statement 4: The pay scale continues to be lower than that of surrounding districts.

Root Cause 4: Aransas Pass ISD's pay scale has improved, but is still remains somewhat lower when compared to surrounding districts.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Overall, in all grades 3-5, math is below the state average.

Root Cause 5: A new math curriculum, teacher practices and study of content needs to be refined to ensure appropriate TEKS-driven and research-based instruction is delivered, while continuing to actively engage our students.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: The rapidly changing technology requires upgrading equipment and an increase in personnel units to handle the equipment.

Root Cause 6: The expense to maintain the ever-changing technology continues to be a challenge.

Problem Statement 6 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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-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
- Study of best practices
- Action research results

Goals

Goal 1: By implementing Eureka Math, while providing training and support to teachers through walkthroughs and instructional coaching, the percentage of 3rd-5th grade Math students who score "Approaches", "Meets" and "Masters" will meet or exceed the state average on STAAR by May 2023.

Performance Objective 1: Increase the number of 3rd-5th grade math teachers trained in Eureka curriculum from 0% to 100%.

High Priority

HB3 Goal

Evaluation Data Sources: Eureka Training Sign-In Sheets
Eureka Usage Reports
Weekly PLC Meetings
Professional Development Days (throughout the year)
Program Evaluations

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Provide professional development and instructional coaching sessions to all 3rd-5th grade math teachers during yearly PD days with the district math specialist, district blended learning specialist and administrators. **Strategy's Expected Result/Impact:** Personalize learning for all students to increase student performance. **Staff Responsible for Monitoring:** Teachers Math Specialist Blended Learning Specialist Administrators **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 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: By implementing Eureka Math, while providing training and support to teachers through walkthroughs and instructional coaching, the percentage of 3rd-5th grade Math students who score "Approaches", "Meets" and "Masters" will meet or exceed the state average on STAAR by May 2023.

Performance Objective 2: Increase grades 3-5 math performance to meet or exceed the state average of students who scored "Approaches", Meets" and Masters".

High Priority

HB3 Goal

Evaluation Data Sources: Weekly PLCs Data Analysis Meetings
Eureka Usage Reports
Discipline Records
HB4545/RTI Accelerated Learning Plans with Progress Monitoring
Assessment Reports:
STAR 360 - Math (BOY, MOY, EOY)
Three-Week/Eureka Unit Assessments
Benchmark Assessments (Winter and Spring)
Interim Assessment Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Provide accelerated instruction for all 3-5 math students not performing on grade level, based on HB4545 requirements, to include individualized student learning plans with specific targeted TEKS, before school, during the day or after school. **Strategy's Expected Result/Impact:** Improved Math Grades: Progress Reports Report Cards Reduced Failure Rate Improved STAR 360 - Math Scores: Growth from BOY to MOY to EOY Improved Benchmark Scores: Growth from Winter to Spring Improved STAAR Scores **Staff Responsible for Monitoring:** Teachers Math Specialist Blended Learning Specialist Administrators Tutors **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 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 2: Teachers will implement the new Eureka math curriculum and disaggregate all local assessment data during weekly PLCs. **Strategy's Expected Result/Impact:** Improved Math Grades: Progress Reports Report Cards Reduced Failure Rate Improved STAR 360 - Math Scores: Growth from BOY to MOY to EOY Improved Benchmark Scores: Growth from Winter to Spring Improved STAAR Scores **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: If we implement the Panther Pathway, Blended Learning and Fundamental Five, the percentage of our students who scored "Approaches", "Meets" and "Masters" in 5th grade Science and 4th grade Math will increase to meet or exceed the state averages by May 2023.

Performance Objective 1: Increase the number of 3rd-5th grade teachers trained in Panther Pathway, Blended Learning and Fundamental Five from 70% to 100%.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom Walkthroughs
Weekly PLCs
Professional Development Days (throughout the year)
Program Evaluations
Program Usage Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Provide professional development and instructional coaching sessions to all 3rd-5th grade teachers during yearly PD days with the district math specialist, district blended learning specialist and administrators. **Strategy's Expected Result/Impact:** Personalize learning for all students to increase student performance. **Staff Responsible for Monitoring:** Teachers Math Specialist Blended Learning Specialist Administrators **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 5: Effective Instruction			

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: If we implement the Panther Pathway, Blended Learning and Fundamental Five, the percentage of our students who scored "Approaches", "Meets" and "Masters" in 5th grade Science and 4th grade Math will increase to meet or exceed the state averages by May 2023.

Performance Objective 2: Increase 5th grade science STAAR performance from 47% to 60% or higher in "Approaches", from 20% to 30% or higher in "Meets" and from 8% to 15% or higher in "Masters".

High Priority

HB3 Goal

Evaluation Data Sources: Classroom Walkthroughs
STREAM Lab Walkthroughs and Instructional Coaching Sessions
Instructional Coaching - Blended Learning Specialist
Port-Able Classroom Lab Evaluations
Weekly PLCs Data Analysis Meetings
PhD Science Usage Reports
HB4545/RTI Accelerated Learning Plans with Progress Monitoring
Assessment Reports:
- STAR 360 - Math (BOY, MOY, EOY)
- Three-Week/Eureka Unit Assessments
- Benchmark Assessments (Winter and Spring)

Interim Assessment Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Teachers will plan highly effective and engaging lessons, using that meet or exceed the rigor of the Science STAAR and address instructional gaps immediately, through three-week assessments, by providing intense accelerated instruction with HB4545 and RTI. **Strategy's Expected Result/Impact:** Increased Student Achievement and Performance Decreased Student Apathy **Staff Responsible for Monitoring:** Teachers Blended Learning Specialist Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: If we implement the Panther Pathway, Blended Learning and Fundamental Five, the percentage of our students who scored "Approaches", "Meets" and "Masters" in 5th grade Science and 4th grade Math will increase to meet or exceed the state averages by May 2023.

Performance Objective 3: Increase 4th grade math STAAR performance from 50% to 57% or higher in "Approaches", from 24% to 32% or higher in "Meets" and from 8% to 15% or higher in "Masters".

High Priority

HB3 Goal

Evaluation Data Sources: Classroom Walkthroughs
Instructional Coaching Sessions:
Math Specialist
Blended Learning Specialist
Eureka Usage Reports
Eureka Curriculum Evaluations
Weekly PLCs Data Analysis Meetings
HB4545/RTI Accelerated Learning Plans with Progress Monitoring
Assessment Reports:
STAR 360 - Math (BOY, MOY, EOY)
Three-Week/Eureka Unit Assessments
Benchmark Assessments (Winter and Spring)

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: Teachers will plan highly effective and engaging lessons, using that meet or exceed the rigor of the Math STAAR and address instructional gaps immediately, through three-week assessments, by providing intense accelerated instruction with HB4545 and RTI. **Strategy's Expected Result/Impact:** Increased Student Achievement and Performance Decreased Student Apathy **Staff Responsible for Monitoring:** Teachers Math Specialist Blended Learning Specialist Administrators **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 5: Effective Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: If we provide weekly supplemental instruction to all 4th and 5th grade students who failed a STAAR test and to all 3rd grade students who are not performing on grade level, according to the BOY STAR 360 in Reading and/or Math, then our overall "Student Achievement" rating will meet or exceed the state average by May 2023.

Performance Objective 1: Increase our overall 3rd-5th grade "Student Achievement" rating from 62% to 75%.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom Walkthroughs
Instructional Coaching Sessions:
Math Specialist
Blended Learning Specialist
Eureka Curriculum Evaluations and Usage Reports
Weekly PLCs Data Analysis Meetings
HB4545/RTI Accelerated Learning Plans with Progress Monitoring
Assessment Reports:
STAR 360 - Math (BOY, MOY, EOY)
Three-Week/Eureka Unit Assessments
Benchmark Assessments (Winter and Spring)
Interim Assessment Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Feb	Apr	June
Strategy 1: All students who are not successful on a STAAR Test (4th and 5th grades only) or the STAR 360 Reading or Math - BOY (3rd grade only) will have an individualized Student Learning Plan in DMAC, in which progress monitoring will take place every three weeks and accelerated instruction will be provided weekly to monitor student performance. **Strategy's Expected Result/Impact:** Increased Student Achievement Campus Rating **Staff Responsible for Monitoring:** Teachers RTI Secretary Administrators Tutors **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 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue