

Anderson School District Two Schoolwide Title I Plan 2025-2026

School: Marshall Primary School



District and School Report Cards:

[Anderson School District Two](#)

[Marshall Primary](#)

Please provide a brief narrative that describes the characteristics of the school. Include data trends regarding student achievement, teacher and administrator quality, and parent involvement. Highlight the school's strengths and areas of concern. *(You may use the narrative from the School Renewal Plan).*

Marshall Primary School's mission is to have high levels of learning for all students and our vision is to prepare our students to be college and career ready. In looking at our diagnostic assessment data, our kindergarten through second grade students have continued to show academic improvements in reading and math. They also have some opportunities for growth. As a part of the PLC process, our certified teachers, school administrators, and instructional support staff meet weekly to identify essential standards, plan for units of instruction, review assessment results, and create action plans for students not mastering skills. Our school-wide iReady reading data shows that 67% of our kindergarten through second grade students scored on and above grade level in reading. And, our school-wide iReady math data shows that 63% of our kindergarten through second grade students scored on and above grade level. Our work this year will focus on returning to our previous scores, above 70%.

We continue to support our students' social and emotional development. We taught our students behavior expectations with the acronym of BEAR (Belong, Excel, Apply, Respect). These school-wide expectations are rolled-out annually to begin the school year and retaught following the winter break. and taught by various staff members in the specific school locations (cafeteria, hallway, restroom, playground, classroom). Our school is also continuing to use a curriculum called Move This World, as we continue to help our students with self-awareness, self-regulation, and self-esteem skills. We are intentional to balance teaching academics with teaching behavior skills at Marshall Primary School.

Parent involvement is an area we always seek to strengthen at Marshall Primary School. We will continue to send home free books and materials to promote learning at home. Our teachers have planned Parent Engagement Activities again this school year, inviting our families into our school building (during the school day) to participate in a lesson alongside their child.

We look forward to extending our knowledge in literacy instruction best practices by completing the second and final year of Language Essentials for Teachers of Reading and Spelling (LETRS) training, provided by the South Carolina State Department of Education, for all of our certified teachers. We will continue to provide PLC Solution Tree PD opportunities for our staff.

Comprehensive Needs Assessment Data

(Please list the data sources used to complete the needs assessment for your school)

- 2024-2025 spring iReady diagnostic scores
- 2024-2025 School Report Card
- Collective conversations with all stakeholders during School Improvement Council Meetings
- Administration and Teacher input

Planning Team

Name	Role
Mark Connors	Principal
Chrissy Faasse	Assistant Principal
Casi Russell	Reading Coach
Allison Bryant	Interventionist
Meleah Thomas	SPED Teacher
Maggie Smith	Music Teacher

Lindsey Shockley	4K Teacher
Crystal Key	Kindergarten Teacher
Lynette Jordan	1st Grade Teacher
Julie Greer	2nd Grade Teacher
Megan McClain	Montessori Teacher
Kaleb Lamb	Community Member
Cason Brown	Parent
Emily Keys	Parent
Courtney Grimes	Counselor

Dissemination of Results

Please provide a description of how this will be accomplished at your school.

- MPS will use 2025/2026 spring iReady diagnostic scores to determine the effectiveness of several strategies.
- The 2025-2026 School Report will be used to determine the effectiveness of our school relations with parents.
- The online programs will be purchased at the beginning of the 2025/2026 school year. We will use usage reports to determine the frequency of use.
- Agendas from professional development events/conferences will be collected.
- Sign-in sheets will be used to document parent participation in parent events.

Quarterly, our school improvement council and guiding coalition team at Marshall Primary School will meet to discuss and review up-to-date Title I activities and results.

Comprehensive Needs Assessment and Scientifically Based Research

*Outcomes will be shared via School Impact Statements

Funding Code	Needs Assessment	Activity Narrative	Research to Support Activity										
<table><tr><th>Function</th><th>Object</th></tr><tr><td>100 - Instruction</td><td>100 - Salaries</td></tr><tr><td>188 - Parenting/ Family Engagemen t</td><td>200 - Emp Benefits</td></tr><tr><td>210 - Pupil Services</td><td>300 - Purchased Services</td></tr><tr><td>220 - Instructional Staff</td><td>400 - Supplies/Material s</td></tr></table>	Function	Object	100 - Instruction	100 - Salaries	188 - Parenting/ Family Engagemen t	200 - Emp Benefits	210 - Pupil Services	300 - Purchased Services	220 - Instructional Staff	400 - Supplies/Material s			
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100-100	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Pay the salaries for 3 teachers for class size reduction 5K grade - Ashley Aman - With class size reduction the student/teacher ratio is 1:22. Without class size reduction the student teacher ratio is 1:27 1st grade - Ashley Christopher - With class size reduction the student/teacher ratio is 1:19. Without class size reduction the student teacher ratio is 1:22.	https://classsizematters.org/research-and-links/#opportunity										

		2nd grade - Kinsley Owens - With class size reduction the student/teacher ratio is 1:18. Without class size reduction the student teacher ratio is 1:21	
100-300	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Pay the benefits for 3 teachers for class size reduction 5K grade - Ashley Aman - With class size reduction the student/teacher ratio is 1:22. Without class size reduction the student teacher ratio is 1:27 1st grade - Ashley Christopher - With class size reduction the student/teacher ratio is 1:19. Without class size reduction the student teacher ratio is 1:22. 2nd grade - Kinsley Owens - With class size reduction the student/teacher ratio is 1:18. Without class size reduction the student teacher ratio is 1:21	https://classsizematters.org/research-and-links/#opportunity
100-300	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Purchase software licenses for programs to increase student learning. - BrainPop Jr. provides students and teachers with engaging videos and resources to support instruction in all content areas. - Learning A-Z (RAZ Plus) is a K-5 literacy program with leveled resources, teaching materials, and student portal that allows educators to individualize	BrainPop Jr. Research RAZ Plus Research Social Studies Weekly

		literacy instruction for each child. • Social Studies weekly provides a student-friendly core Social Studies curriculum organized thematically to the strands of civics and government, geography, economics, and history. • Hear Builder • Scholastic News • Move this World	
188-400	According to the 2024 State Report Card Survey for MPS, 92.9% of parents were satisfied with school-home relations. During the 2025-26 school year, efforts will be made to maintain or improve this satisfaction rating, and educate parents on learning opportunities they can engage in at home.	We will promote literacy and math at home, and put books and/or manipulatives in the hands of our students. Parents will be invited to participate in events. <i>Examples:</i> • Family Events focused on Reading, STEM, and Social Emotional Learning (SEL) - Consumable materials and books for students/families. • Summer Reading Book Fair and season give-away to support families and reduce reading loss over breaks. • Quarterly Theme Days to incorporate literacy, STEM, and SEL. • Treasure Bay "We Both Read" resources for families	Incorporating Authentic Parent and Family Engagement
188 - 400	24/25 KRA data indicated that only 11.76% of kindergarten students were demonstrating readiness for kindergarten.	Provide supplies and materials for the New to MPS event in which kindergarten readiness materials and resources are given to rising kindergarten students and families. The materials and resources include: crayons, scissors, magnetic letters/numbers, dry erase	https://www.lena.org/resources/blog-posts/understanding-kindergarten-readiness/#:~:text=Many%20experts%20believe%20school%20readiness,other%20healthy%20approaches%20to%20learning.

		board, books, playdoh, math manipulatives, readiness activity instructions, etc.	
188-400	100% of parents surveyed were satisfied with Home/School Relations. 100% of parents were satisfied with the Learning Environment. 95.5% of parents are satisfied with the Physical/Social environment.	Provide parenting workshops twice a year to provide support for parents in the areas of literacy, mathematics, behavior, and study skills. Expenditures may include materials for the workshops and parents, light refreshments and incentives for attending.	https://eric.ed.gov/?id=EJ1264345
188-400	According to the 2024 State Report Card, 95.5% of parents agreed with the statement: "My child's teachers and school staff prevent or stop bullying at school."	Social-Emotional Learning kits will be created to support students and families who need extra support in meeting mental health needs so that students can be more productive in school and school performance can be positively impacted.	Support Social and Emotional Learning
100-400	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Provide instructional materials/supplies for teachers and students to help implement effective instructional strategies. <i>Examples:</i> Math manipulatives, Books for Classroom Libraries, Easels, Pocket Charts, Calendar Math, Clipboards, Whiteboards, Classroom Supplies	Impact of Instructional Materials in Math Building an Effective Classroom Library Instructional Materials in Primary Schools
100-400	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Houghton Mifflin Harcourt Into Reading and Into Math Additional Resources • Into Reading Know It, Show It books (as needed) -	Into Reading Research

100-400	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Increase academic achievement in all areas by providing PBIS strategies as well as educational incentives to promote academic achievement, positive behavior, and attendance.	https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1131&context=cehsedaddiss https://www.epi.org/publication/student-absenteeism-who-misses-school-and-how-missing-school-matters-for-performance/
188-400	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Create, print, copy, and distribute parent - school communications, such as school newsletters, and brochures for grades K - 5, reading and math strategies for at home assistance, parent workshop events, etc. Expenditures may include paper for newsletters, handouts, flyers, binders, postage, communication folders, agendas, planners, poster machine supplies, Smore subscription.	https://www.pearsoned.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf
188-300	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	Purchase one year subscription of Smore. Smore is an online newsletter creation platform that will be used to create a weekly parent newsletter.	https://www.pearsoned.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf
220-300	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of	Solution Tree PD The Summit on PLC at Work Phoenix, AZ Feb 24-26	https://www.solutiontree.com/about/overview https://www.allthingsplc.info/articles-research

	students scoring at or above grade level.	Professional Learning Communities (PLC) at Work® remains the undisputed, research-affirmed process for sustained, substantive school improvement. Despite the ever-changing landscape of education, the three big ideas and four critical questions central to transforming your school or district into a PLC at Work keep educators focused on the right strategies and daily practices that get results. By inviting our first year and new to MPS teachers, we are setting them up for success to fully understand the 4 questions and why we continue to have success at MPS.	
220-300	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	15 Day Challenge PLC Lexington, KY Dec 4-5 Your school is committed to building a professional learning community—but how do you sustain the work of PLCs throughout the year? Through this two-day interactive workshop, you will discover a 15-day challenge that has helped schools across the nation strengthen their PLCs. Join expert Maria Nielsen as she shares how to jump-start the work of collaborative teams and bring the PLC at Work®	https://www.solutiontree.com/about/overview https://www.allthingsplc.info/articles-research

		process to life in classrooms, schools, and districts. Participants will: • Clarify the work of collaborative teams • Develop collective commitments for each team • Establish steps for a guaranteed and viable curriculum • Determine short- and long-term SMART goals • Recognize how to use depth of knowledge (DOK) levels to teach and assess at the rigor and complexity of the standards • Complete a 15-day pacing guide for a unit of study • Establish a learning-assessing cycle for a unit of study • Anticipate and plan for Tier 1 and Tier 2 interventions as the unit is planned • Design a plan for taking the 15-day challenge back to your entire school or district • Acquire a toolkit of templates and organizers to take back to your school or district	
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220-300	When analyzing our iReady reading data from Spring 2025, 68% of students scored at or above grade level in reading and 65% of students scored at or above grade level in math. Our goal for Spring 2026 is to increase our percentage of students scoring at or above grade level.	RTI at Work Las Vegas, Nevada June 3-5 https://www.solutiontree.com/plc-at-work-institute-las-vegas.html Whether you're a teacher, coach, or leader just beginning to explore PLCs, this institute is an excellent way to build your knowledge base. For those who are already involved in deep implementation, it's the perfect opportunity to assess your progress, identify high-leverage next steps, introduce new team members to the process, and get answers to new questions. As you delve deep into the three big ideas of a PLC—focusing on learning, building a collaborative culture, and results orientation—you will gain specific, practical insights for transforming your school or district into a place where all students learn at high levels, walking away with actionable strategies to drive lasting change together.	https://www.solutiontree.com/about/overview https://www.allthingsplc.info/articles-research
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Technical Assistance Assurances:

1	The school/LEA verifies that the principal, the School Improvement Council chairperson, the district superintendent, and the district board chairman have all reviewed and approved the use of Technical Assistance funds as outlined in this plan	☒ Yes ☐ No
2	The school/LEA verifies that the school has conducted a yearly update of school performance goals as outlined in the school's five-year School Renewal Plan.	☒ Yes ☐ No
3	The school/LEA verifies that this school has collaborative teams which work together to assist in making school decisions and improvement initiatives.	☒ Yes ☐ No
4	The school/LEA verifies that these Technical Assistance funds are being used in accordance with the provisions and guidance of the Technical Assistance Proviso.	☒ Yes ☐ No

School- Wide Program Assurances

1	By submission of this plan to the SEA, the LEA verifies this school, prior to initiating a schoolwide program, first developed (or amended a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001) a comprehensive plan for reforming the total instructional program in the school in consultation with the local educational agency and its	☒ Yes ☐ No
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	school support team or other technical assistance provider under section 1117.	
2	This school plan was developed during a one-year period possibly through a planning process such as the renewal plan process under Act 135 (provided appropriate persons were involved in the planning process), unless: a) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or b) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.	☒ Yes ☐ No
3	A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.	☒ Yes ☐ No
4	This plan will continue in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.	☒ Yes ☐ No
5	This plan will be made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	☒ Yes ☐ No

6	If appropriate, this plan has been developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.	☒ Yes ☐ No
7	Provisions will be made for the collection of data on the achievement and assessment results of students (including taking into account the needs of Migratory children as defined in section 1309 (2)) which will be disaggregated, proven to be statistically sound, and reported to the public as in accord with Section 1111 (b).	☒ Yes ☐ No
8	The school is subject to the academic assessment and school improvement provisions of section 1116 of the law.	☒ Yes ☐ No
9	For schools coordinating resources, the schools shall maintain records that demonstrate that the schoolwide program considered as a whole, addresses the intent and purpose of each of the Federal programs that were consolidated to support the SCW program.	☒ Yes ☐ No
10	Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.	☒ Yes ☐ No
11	The school shall be found to be in compliance with comparability requirements as required in the law.	☒ Yes ☐ No

12	In a school improvement school, the school will spend not less than 10 % of the funds made available to the school under section 1113 for each fiscal year that the school in school improvement status for the purpose of providing to the school's teachers and principal high-quality professional development.	☒ Yes ☐ No
13	The school assures that paraprofessionals will meet the requirements of Section 1119 of the law and that the principal shall attest annually in writing to compliance with this section.	☒ Yes ☐ No