

Title 1:

Rationale: A school operating a school-wide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

The needs assessment process was effective in identifying needs. Data Sources: KAS test scores, MasteryConnect scores, MAPS Scores, Survey results.

Needs Identified: Our overall base score as a school was 71.1 (Green), and Reading and Math overall proficiency scores were 61.1.

(Combination of proficient and distinguished)

Year	Reading	Math	Writing	Science	Social Studies	E/M
20-21	40.8%	38.8%	31%	50%	---	
21-22	40%	50%	23%	10%	38%	
22-23	43%	45%	30%	12%	30%	
23-24	42%	48%	45%	18%	33%	50%
24-25	62.7%	31.4%	12.6%	47%	29.4%	70.6%

We made a large increase in reading, science, editing, and mechanics. We feel this will help us move forward. We did take a dip in math, social studies, and writing. We have adjusted our schedule to allocate more time to these areas. We will continue to watch our KSA scores for the coming year. We will also monitor our MAP and Mastery Connect scores to see trends.

Marie Gatton Phillips Comparison from 2025 Novice/Apprentice KSA Scores

2025 KSA 3rd Grade

Reading	0% novice
	8% reduction in apprentice
Math	7% increase novice
	1% reduction in apprentice

2025 KSA 4th Grade

Reading	0% novice
	6% reduction in apprentice
Math	No change in novice
	24% increase in apprentice
Science	6% reduction in novice
	6% increase in apprentice

2025 KSA 5th Grade

Reading	4% reduction in novice
	4% reduction in apprentice
Math	12% increase in novice
	8% increase in apprentice
Social Studies	10% reduction in novice
	13% increase in apprentice
Editing & Mechanics	4% reduction in novice
	16% reduction in apprentice
On-Demand Writing	6% increase in novice
	21% increase in apprentice

Current State:

According to the spring 2025 KSA scores, our overall rating is 71.1 (green). MGP's economically disadvantaged students scored 68.5 % proficient and distinguished.

3rd Grade:

Reading scores in a combination of novice and apprentice, we scored 24% (novice 0/apprentice 24). Math scores combined novice and apprentice 59% (novice 18/apprentice 41). IEP students scored 100% P/D in reading.

4th Grade:

Reading scores in a combination of novice and apprentice, we scored 35% (novice 0/apprentice 35). Math scores combined novice and apprentice 76% (novice 24/apprentice 53). Science scores combined novice and apprentice, we scored 53%. IEP students scored 50% P/D in reading.

5th Grade:

Reading scores in a combination of novice and apprentice, we scored 53% (novice 35/apprentice 18) Math scores combined novice and apprentice 71% (novice 29/apprentice 41) On-Demand Writing combined scores 88% (12 novice/71 apprentice), Social Studies scores combined novice and apprentice 71% (29 novice/41 apprentice) Editing and Mechanics combined scores 29% (18 novice/ 12 apprentice). Identifying our Novice and Apprentice students and comparing their scores with the continuous data collection of various assessment tools allows us to target these students and address specific weaknesses to increase their educational abilities. This will raise student scores on the KSA and reduce our combined scores of novice/apprentice. IEP students scored 50% P/D in reading, editing/mechanics, and combined scores. (T1)

Rationale: The school-wide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b) (7). The school-wide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b) (7) (A) (ii).

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Concerns:

Reading: Overall, we had no novice scores in reading in the 3rd and 4th grades. 5th-grade scores decreased in both novice and apprentice from last year. Math: The area of weakness revealed novice scores increased in 3rd (7%) and 5th grade(12%), while 4th grade had no change in novice scores (24%). There was a 24% increase in 4th-grade apprentices and 8% in 5th grade. Social Studies: Areas of weakness: 13% increase in apprentice scores from last year. Our On-Demand increased both in novice 6% and apprentice 21%. We will address these issues by using our instructional coach, scheduling bell-to-bell instruction, math and reading PD, teachers assigned to math cohort groups, and teacher assignments.

We have made many personnel changes in our school for the 25-26SY. This will make an impact on our students and our culture/climate in a positive way. We will continue to use many of the same components of our 24-25 CSIP due to this change. We will continue to monitor our Mastery Connect/MAP/KSA scores to have data-driven instruction. We will utilize the district coach to assist with continued curriculum challenges and assist new teachers. We continue to monitor for student engagement

and lessons to be instructed with rigor and integrity of the curriculum. We implemented Kagan's strategies during instruction. Our ESS daytime waiver instructor will continue to work with students and monitor for progress. We will continue to utilize technology and supplemental programs to enrich our curriculum for students. Our Instructional Coach assists our inexperienced faculty in improving instructional quality. It is our goal to improve instruction and reduce the Tier II/III MTSS numbers. We encourage family participation in school events to have a shared educational partnership to show how valuable education is to our community. We offer our students community events and live performances to enhance their abilities to connect to real-world experiences. This gives students a broad base of knowledge when answering questions and writing prompts to real-life knowledge, or to build imagination to show the different levels of cognitive abilities of our students.

Our school spends ESS funds for further instructional aid to our students. Title I funds have helped fund Measures of Academic Progress Testing, MasteryConnect Benchmark Testing, and Resources for the implementation of the math/EL language arts program. (T2, T9, T10)

Rationale: Schools with Title I school-wide programs are required to annually evaluate the school-wide plan, using data from state assessments, other student performance data, and perception data to determine if the school-wide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b) (3); 34 C.F.R. § 200.26(c).

Instruction and Implementation continue to be our focus at MGP. We have made many personnel changes in our school for the 25-26SY. This will make an impact on our students and our culture/climate in a positive way. We will continue to use many of the same components of our 24-25 CSIP due to this change. We will continue to monitor our Mastery Connect/MAP/KAS scores to have data-driven instruction. We will utilize the district coach to assist with continued curriculum challenges and assist new teachers. We continue to monitor for student engagement and lessons to be instructed with rigor and integrity of the curriculum. We implemented Kagan's strategies during instruction. Our ESS daytime waiver instructor will continue to work with students and monitor for progress. We will continue to utilize technology and supplemental programs to enrich our curriculum for students. Our Instructional Coach assists our inexperienced faculty in improving instructional quality. It is our goal to improve instruction and reduce the Tier II/III MTSS numbers. We encourage family participation in school events to

have a shared educational partnership to show how valuable education is to our community. We offer our students community events and live performances to enhance their abilities to connect to real-world experiences. This gives students a broad base of knowledge when answering questions and writing prompts to real-life knowledge, or to build imagination to show the different levels of cognitive abilities of our students.

We continue to utilize the district's Math and Reading curriculum. Teachers attended PD during the summer in reading and math. They also did Kagan training to increase student engagement in the classroom. Teachers continue to work on pacing and rigor as they learn the new material. We are also utilizing district specialists weekly to meet with teachers for coaching purposes, to continue curriculum training, and to assist new teachers with educational/instructional needs. We continue to use MAP and Mastery Connect to assess our students throughout the year. Our data analysis of students allows us to identify students needing additional assistance with our MTSS program. These assessments also allow teachers to assess their instructional practices to ensure the standards are being met. Data drives our instructional practices. Information from MAP data allows us to meet the SB9 requirements and develop strategies for struggling students to be successful. Identifying our Novice and Apprentice students and comparing their scores with the continuous data collection of these assessment tools allows us to not only target these students but also address specific weaknesses to increase student educational abilities as a whole. In turn, this will raise their scores on the KSA and reduce our combined scores of novice/apprentice. We will continue to monitor our novice numbers, but we are encouraged that we are pushing our students upward. (T8)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including

parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

We encourage family participation in school events to have a shared educational partnership to show how valuable education is to our community. We offer our students community events and live performances to enhance their abilities to connect to real-world experiences. This gives them a broad base of knowledge when answering questions and writing prompts to give real-life knowledge or to build imagination to show different levels of cognitive abilities of our students.

We have had more parent involvement activities with parents this year; some of the activities include Open House, fall festival, parent reading night, parent-teacher conferences, Veteran's Day, and others.

Our KSA climate and safety survey overall percentile increased, and our students know Marie Gatton is a safe place, and the adults in the building care for them and want them to do their best in all areas. We have continued our program "Remember Your Why". Every adult in the building has a group of students they check on every week to encourage or ask how they are doing. We are seeing great results. We are building back our school family and creating a loving community. We also had a major building project at our school through the Bill Gatton Foundation. (T6)

Rationale:

ESSA 1112(e)(1)(A) and 34 C.F.R. Part 200.61 (EDGAR) state that at the beginning of the school year, an LEA must notify the parents of each student attending a Title I school that the parents may request, and the LEA will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by para-educators and, if so, their qualifications.

Based on the 2025-2026 staffing at MGP, we have only one teacher who is not certified and qualified under the highly qualified status. Letters were sent out to families for notification. (T3)