

Five Steps, Real Results: Charlie Marshall Elementary Impact Story

Focus Areas

- Writing Instruction
- Feedback
- Teacher Buy-In
- Leadership

From Reflection to Resolve

When Misty Del Angel stepped into her role as principal at **Charlie Marshall Elementary**, a school in the Aransas Pass Independent School District in southeast Texas, she knew exactly where to focus her energy.

The campus serves a community where nearly 75% of students qualify for free or reduced-price lunch, and it had earned a D or F rating on state assessments for three consecutive years.

Writing outcomes were a persistent challenge.



“If I’m so passionate about writing, I need to be able to do something to move my campus.”

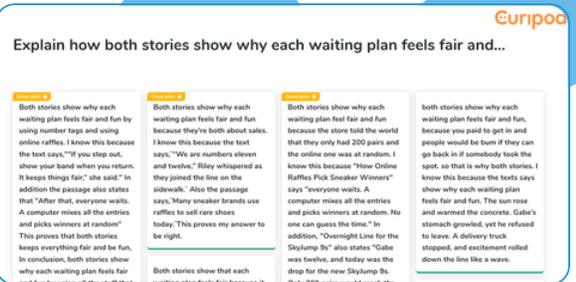
~ Misty Del Angel

The Shift That Changed Everything

“One of the first complaints you hear from teachers is, ‘**We can’t get kids to write,**’” Misty explained. “And the second is, ‘**How do I give feedback to kids in a class period?**’”

When Misty saw Curipod, the connection was immediate.

Within months, nearly every teacher on campus was using Curipod with fidelity, and classrooms were already feeling different. But the impact didn’t happen by accident. It came from how this school rolled Curipod out.



What Followed Wasn't a Mandate; It Was a Roadmap

Step 1: Start Small to Scale Smart

Misty didn't begin with a campus-wide rollout. She started with two ELAR teachers she trusted would see the value immediately. They became partners in the process—offering feedback, refining lessons, and building early momentum.

“I didn't just make a decision and roll something out,” she said. “I said, ‘I love this. I want to show it to you.’”

Buy-in came first.

Step 2: Build on Existing Practices

Curipod wasn't positioned as a replacement for the curriculum. It is a supplement that strengthens it and deepens engagement.

Misty didn't ask teachers to figure Curipod out on their own. She started by building lessons that supplemented the core curriculum, aligned to current units, Lexile levels, and pacing guides, giving teachers a clear starting point.

"First, we did the same passage all week like we did with our core curriculum...Since January, we're doing a new passage every day."

By anchoring Curipod in what teachers were already doing, the shift felt manageable, and momentum built from there.

Step 3: Let Data Create Believers

Some of the strongest adopters weren't who Misty expected, including veteran teachers who had seen countless initiatives come and go.

"I have one teacher who always says, 'Please don't ask me to do anything with technology,'" she laughed, "and she's embracing it."

That classroom saw a 59% increase in students scoring a two or higher since September.

"She's a tracker," Misty said. "When she saw the growth, that's what did it."

Step 4: Normalize Support & Vulnerability

Misty didn't ask teachers to take risks alone.

"If they needed help, I would come teach the lesson so they could watch me," she said.

Modeling instruction, providing ready-to-use lessons, and encouraging curiosity lowered the stakes. Trying something new felt safe and supported.

Step 5: Balance Structure with Autonomy

Most teachers began with Misty's lessons. Over time, they built their own.

"Once they saw the results themselves, that's where the shift happened," she said.

The focus moved from improving scores to instructional shifts.

Why It Matters

At Charlie Marshall, students aren't just writing more. **They're starting to believe they can grow.**

Misty described seeing students celebrate progress they hadn't experienced before, especially those who had previously struggled. That excitement around improvement became one of the clearest signals that the shift was working.

That's what happens when implementation is intentional.

When strong leadership meets strong instruction, real change follows.

Grade	ECR Growth (Score of 2+)
3rd (a)	30%
3rd (b)	43%
4th	25%

School data tracking of scores in Curipod as of January 2026