

Marion Independent School District

Marion Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness



Mission Statement

The mission of Marion ISD is to educate every student with the knowledge, skills and principles
to succeed and contribute in a competitive and technologically advancing world
by providing engaging learning opportunities that promote diversity and create an environment
of integrity in partnership with families and community.

Vision

Our Students:

Engage in a learning environment that develops critical thinking skills
Value learning as a life-long endeavor
Take pride in their school and community
Practice ethical standards
Accept responsibility for their actions
Respect themselves and all others
Graduate with the skills and abilities to pursue their chosen careers and become responsible, productive citizens

Our Learning Environment:

Includes highly qualified staff who incorporate innovative instruction practices to meet the needs of a diverse student population
Utilizes resources to achieve a world class education
Facilitates a partnership among community, family and staff to ensure students are prepared to maximize their future

Our District and Community:

Maintain facilities that are safe and functional for our staff and students
Provide resources to address growth and achieve district goals
Communicate openly with respect and trust
Support positive participation in local and school functions
Provide innovative educational opportunities and experiences beyond traditional classroom boundaries
Take pride and celebrate accomplishments of all

Comprehensive Needs Assessment

Demographics

Demographics Summary

Marion MS Student Demographics*

Total Student	313
African Americans	0.3%
Hispanic	42.8%
White	53.4%
American Indian	0%
Asian	0.6%
Pacific Islander	0%
Two or More Races	2.9%
Economically Disadvantaged	44.7%
Non-Educationally Disadvantaged	55.3%
English Language Learners	1.6%
At-Risk	33.2%
Retention Rate	0%
Attendance Rate	96.2%

Marion MS Program Enrollment*

Programs	%	#
Bilingual/ESL	1.3%	4
Gifted and Talented (G/T)	10.9%	34

Special Education	7.3%	23
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*2016-2017 TARP Report

Student Achievement

Student Achievement Summary

Accountability Ratings

	2017 Accountability Rating	Index 1			Index 2			Index 3			Index 4		
		Student Achievement			Student Progress			Closing Performance Gaps			Postsecondary Readiness		
		Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met
Marion Middle School	Met	82	60	Yes	38	30	Yes	43	26	Yes	48	13	Yes

System Safeguards

	Total	Target	%	#	Performance Rates		#	Participation Rates		#	Graduation Rates	
					Target	%		Target	%		Target	%
Marion Middle School	28	28	100	20	20	100	8	8	100	N/A	N/A	N/A

Student Performance

6th-8th READING	2013	2014	2015	2016	2017
All	87%	88%	89%	85%	82%
Hispanic	83%	84%	89%	79%	78%
White	90%	91%	91%	90%	84%
Eco. Dis.	79%	81%	83%	78%	71%
Spec. Ed.	79%	92%	64%	39%	45%

	2013	2014	2015	2016	2017
6th – 8th Mathematics					
All	78%	70%	100%	87%	87%
Hispanic	65%	58%	100%	81%	82%
White	86%	76%	100%	92%	89%
Eco. Dis.	68%	59%	100%	81%	79%
Spec. Ed.	58%	58%	*	44%	57%

7th WRITING	2013	2014	2015	2016	2017
All	78%	78%	75%	76%	79%
Hispanic	64%	82%	69%	69%	72%
White	85%	75%	79%	78%	86%
Eco. Dis.	64%	70%	69%	69%	67%
Spec. Ed.	56%	*	*	*	*

8th SCIENCE	2013	2014	2015	2016	2017
All	83%	80%	84%	75%	83%
Hispanic	74%	61%	78%	67%	71%
White	93%	89%	90%	82%	90%
Eco. Dis.	76%	65%	76%	64%	75%
Spec. Ed.	64%	75%	*	*	*

8th SOCIAL STUDIES	2013	2014	2015	2016	2017
All	61%	58%	48%	72%	71%
Hispanic	47%	42%	36%	69%	65%
White	67%	68%	57%	75%	74%
Eco. Dis.	46%	38%	31%	61%	64%
Spec. Ed.	64%	*	*	*	*

Index 2: Student Progress

READING	# Tests	# Met/Exceeded	% Met/Exceeded	# Exceeded	% Exceeded
All	292	162	55%	46	16%
Hispanic	130	68	52%	21	16%
White	151	86	57%	24	16%
Special Education	21	13	62%	5	24%

MATHEMATICS	# Tests	# Met/Exceeded	% Met/Exceeded	# Exceeded	% Exceeded
All	288	188	65%	49	17%
Hispanic	128	79	62%	20	16%
White	149	99	66%	25	16%

Index 3: Closing Performance Gaps

READING	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	134	95	71%	14	10%
Hispanic	131	102	78%	25	19%

MATHEMATICS	Total Tests	# Approaches	% Approaches	#Masters	% Masters
Econ Disadv	135	106	79%	16	12%
Hispanic	131	108	82%	22	17%

WRITING	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	*	*	*	*	*
Hispanic	*	*	72%	*	15%

SCIENCE	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	*	*	*	*	*
Hispanic	*	*	*	*	*

SOCIAL STUDIES	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	*	*	*	*	*
Hispanic	31	20	65%	5	16%

*masked data

Index 4: STAAR Postsecondary Readiness

Final (recommended) Level II on two or more STAAR tests [on one, if the student only took one].

Student Groups	All Subjects
All Students	50%
Hispanic	40%
White	54%

Student Achievement Strengths

- Campus earned 5 distinction designation: (1) Academic Achievement in ELA/Reading, (2) Academic Achievement in Mathematics, (3) Academic Achievement in Science, (3) Academic Achievement in Social Studies, and (5) Postsecondary Readiness.
- Campus exceeded the target scores in all indicies on state accountability.
- Campus exceeded the state performance on all subject and grade level tests.
- Campus met all system safeguards for performance and participation rates.
- Campus made gains in the percentage of students performing at the Meets levels of achievement on reading and math.
- 62% of the grade 6-8 students receiving special education services met/exceeded student progress in STAAR reading.
- 24% of the grade 6-8 students receiving special education services exceeded student progress in STAAR reading.
- 65% of the grade 6-8 students receiving special education services met/exceeded student progress in STAAR math.
- 17% of the grade 6-8 students receiving special education services exceeded student progress in STAAR math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Campus needs to improve performance rates for special education and ELL students in the areas of reading, math, science, and social studies.

Problem Statement 2: Campus needs to strengthen support for critical writing across the curriculum and writing instruction in the English-Language Arts courses in order to improve student performance on writing assessments, specifically composition and short answer items.

Problem Statement 3: Campus needs to improve the performance rates for Hispanic students in all subject areas.

Problem Statement 4: Campus needs to improve the performance rates for Economically Disadvantaged students in all subject areas.

Problem Statement 5: Campus needs to increase the number of students receiving a score equal to Meets on two or more assessments in order to increase the STAAR Postsecondary Readiness Standard (Meets) performance percentage.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Support Systems and Other Data

- Study of best practices


Goals

Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 1: Marion Middle School will utilize the TEKS Resource System in the content areas (English-language arts/reading, math, science, and social studies) to ensure instruction is being delivered at the depth and rigor of the Texas Essential Knowledge and Skills (TEKS) to promote student growth and mastery.

Evaluation Data Source(s) 1: Accountability Reports (TAPR, PBMAS, District/School Report Card), TEKS Resource System Usage, Lesson Plans, Scope and Sequence, Common Assessments

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide access to TEKS Resource System for content area teachers.	Principal, Curriculum Coordinator	Region 20 TCMPC TEKS Resource System Commitment Form (2017-2018)			
2) Provide support to aid the teachers in accessing and utilizing the resources in the TEKS Resource System.	Principal, Curriculum Coordinator	Teachers know log in information and how to navigate the system. Teachers are referencing the TEKS Resource System as they develop their scope and sequence and lesson plans.			
3) Teacher will utilize the Year at a Glance, Vertical Alignment Document and Instructional Focus Document in planning curriculum units and daily instruction.	Principal, Curriculum Coordinator, Teachers	Teachers utilize the TEKS Resource System documents to develop scope and sequence and lesson plans. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
					

Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 2: Marion Middle School will facilitate opportunities for campus departments and grade level teams to conduct meetings to evaluate/modify existing curriculum plans, monitor student progress, and share techniques to improve each student's ability to meet all performance objectives on local and state assessments.

Evaluation Data Source(s) 2: Lesson plans, scope and sequence, and Eduphoria/Lead4ward data documents

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Grade-level teams will meet regularly to align grade-level goals and expectations.	Principal, Curriculum Coordinator, Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
System Safeguard Strategy 2) Grade-level and content area teams will meet to monitor student progress and to make decisions about additional student support (e.g., tutoring, academic or behavioral Response to Intervention, Section 504 referrals, or special education referrals).	Principal, Curriculum Coordinator, Team Leaders, Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. Students will demonstrate growth and success in regulating behavior and learning through the use of the Renaissance Universal STAR Screener.			
					

Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 3: Marion Middle School will support the high school campus' effort to increase the percentage of students enrolled in advanced courses (e.g., Advanced Placement and Dual Credit) and Career and Technology Education (CTE) each school year.

Evaluation Data Source(s) 3: Student Registration data, Course Catalog, Financial Records, CTE Training Attendance Rosters/Certificates, Advanced Academics Training Attendance Rosters/Certificates, PDMAS, and TAPR

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Continue to offer Advanced classes in Math and English Language Arts and allocate funds and resources necessary to support Advanced courses.	Principal, Counselor	Number of students enrolled and successful in advanced courses.			
2) Continue to create and expand course offerings for high school credit including Algebra, Spanish, Art 1 and Theater Tech 1.	Principal, Counselor	Number of students entering high school with one or more high school credits.			
3) Allocate funds to support advanced academic teachers in attending professional development opportunities to enhance their curriculum and instruction.	Principal Curriculum Coordinator	Course scope and sequence as well as lesson plans will reflect current standards and best practices.			
					






Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 4: Marion Middle School will enhance the English as a Second Language (ESL) program to address the academic and language acquisition needs of the growing English Language Learner (ELL) population.

Evaluation Data Source(s) 4: Student Enrollment Records, LPAC Documentation, TELPAS, STAAR, Lesson Plans, Classroom Observations, Financial Records, and ELL Training Attendance Rosters/Certificates

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Campus will continue monitoring student enrollment to identify potential LEP students entering/enrolling to minimize gaps in service.</p>	Director of Federal Programs, Principal, Counselor, ESL Aide, LPAC Committee	<p>Counselor will review all Home Language Surveys collected at registration and upon new student enrollment to identify incoming LEP students.</p> <p>Potential LEP students will be assessed appropriately to determine status and possible services and accommodations.</p> <p>LPAC Committee will convene at beginning of the year and as needed to review new students' status, support needs, and accommodations.</p>			
<p>2) Campus will employ an ESL aide to assist LEP students in the general education classroom.</p>	Director of Human Resources, Director of Federal Programs, Principal	<p>LEP students will receive services according to federal regulations.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>System Safeguard Strategy</p> <p>3) Campus will support the implementation and use of the appropriate English Language Proficiency Standards (ELPS) when designing instruction for LEP students in the general education classroom.</p>	Director of Federal Programs, Principal, Curriculum Coordinator, Teachers, ESL Aide	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the ELPS to increase content access and enhance language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			

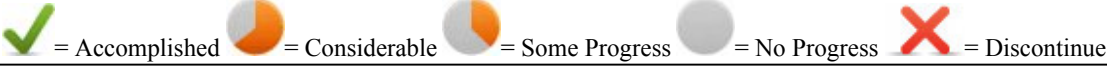
<p>System Safeguard Strategy</p> <p>4) Continue to monitor LEP students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.</p>	<p>Director of Federal Programs, Principal, Curriculum Coordinator, Teachers, ESL Aide</p>	<p>ESL Aide will maintain a support schedule that meets the needs of assigned LEP students.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 5: Marion Middle School will monitor the RTI structure to address the growing needs of the at-risk and low performing students.

Evaluation Data Source(s) 5: At Risk records, Discipline records, RTI documentation, Grade reports, RTI Training Attendance Rosters/Certificates

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Develop and implement a campus Response to Intervention (RTI) program that provides tiered intervention and continuous monitoring for struggling and at-risk students.	Curriculum Coordinator Principal, Counselor, Teachers	RTI documentation will reflect ongoing monitoring, support, and accommodations. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments. RTI students will demonstrate growth and success in regulating behavior and/or learning.			
2) Monitor struggling students' performance data and/or behavior choices in order to intervene quickly with RTI support.	Curriculum Coordinator, Principal, Counselor, Teachers	RTI services will be activated promptly as noted in the RTI documentation. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments. RTI students will demonstrate growth and success in regulating behavior and/or learning.			
3) Continue to offer two period block math classes for students who are identified at-risk based on math STAAR results.	Principal, Counselor, Teachers	Students enrolled in math block class will demonstrate growth and mastery of TEKS as assessed on STAAR and common assessments.			
					

Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 6: Marion Middle School will improve program opportunities available to Gifted and Talented (G/T) students and others enrolled in advanced academic courses.

Evaluation Data Source(s) 6: Registration data, G/T Handbook, G/T Documentation, G/T Training Attendance Rosters/Certificates, and Advanced Academic Training Attendance Rosters/Certificates

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Students in grades 6-8 are assessed and served in all areas of giftedness as outlined in the state G/T guidelines and statutes.	Principal, G/T Coordinator, Counselor, Teachers	Students demonstrating characteristics related to G/T will be identified and assessed through parent and staff nominations. The campus will develop a G/T service plan to ensure G/T students are served appropriately.			
2) Campus will continue to explore and expand course opportunities such as, Art 1, and Theater Production 1 to serve the needs and interests of advanced and G/T students.	Principal, Counselor, Teachers, G/T Coordinator	Courses offered will expand and reflect the interests of students and available staff.			
					






Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 7: Marion Middle School will continue to focus on the improvement of student performance on state assessments to meet annual campus goals.

Evaluation Data Source(s) 7: TAPR Data, AYP Data, STAAR Data, EOC Data, Renaissance Universal STAR Screener

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide training and opportunities to analyze the TEKS through various lens (student data, readiness/supporting, process/content, and vertical alignment) in order to improve curriculum plans and target instruction.	Principal Curriculum Coordinator Teachers	Teachers will demonstration routine use of the Lead4ward data analysis and curriculum tools in Eduphoria and on the Lead4ward app and website to review and design curriculum and instructional plans. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
2) Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.	Principal Counselor Curriculum Coordinator	Students' grades will remain at a passing standard (grade of 70 or higher). Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
3) Support the use of instructional best practices when designing instruction for struggling students in the general education classroom, such as Lead4ward strategies, Fundamental 5, Academic Language, Differentiation strategies, visual teaching strategies, and guided instruction practices.	Principal Curriculum Coordinator Teachers	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to ensure access, rigor, and transfer of the TEKS. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
4) Allocate funds to support teachers in attending professional development opportunities to enhance their teaching practices, such as ESC 20 Workshops, TEA Academy Series, Lead4ward, Visual Teaching Alliance, Academic Language, and Differentiated Instruction.	Principal Curriculum Coordinator	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to ensure access, rigor, and transfer of the TEKS. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			

5) Allocate funds and resources to strengthen instructional materials and practices.	Principal Curriculum Coordinator	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to ensure access, rigor, and transfer of the TEKS. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 8: Marion Middle School will improve special education performance on state assessments in all subject areas/grade levels.

Evaluation Data Source(s) 8: Student Enrollment Records, ARD/IEP Documentation, STAAR Alt 2, STAAR, Grade Reports, Lesson Plans, Classroom Observations, Financial Records, and Special Education Training Attendance Rosters/Certificates

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Continuous monitoring of student enrollment to identify potential special education students entering the district to minimize gaps in services</p>	<p>Director of Federal Programs Principal Campus Registrar Counselor Special Education Teachers</p>	<p>Campus registrars/Counselors will inquire about previous district support during the registration process and review incoming documents from transferring schools to identify incoming special education students.</p> <p>ARD Committee will convene within required time frame to review new students' status, support needs, and accommodations.</p>			
<p>System Safeguard Strategy</p> <p>2) Employ special education aides to assist special education students in the general education classroom and increase data tracking for special education students.</p>	<p>Director of Human Resources Director of Federal Programs Principal</p>	<p>Special education students will receive services according to IEP.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>System Safeguard Strategy</p> <p>3) Support the implementation and use of the instructional accommodations and differentiation strategies when designing instruction for special education students in the general education classroom.</p>	<p>Director of Federal Programs Principal Curriculum Coordinator Teachers</p>	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the differentiation strategies to increase content access and mastery</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			

<p align="center">System Safeguard Strategy</p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	<p>Director of Federal Programs Principal Curriculum Coordinator Special Education Teachers</p>	<p>Special education teachers and aides will maintain a support schedule that meet the needs of their assigned special education students.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p align="center">System Safeguard Strategy</p> <p>5) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support special education students, such as Autism Specialist certification, Autism conference, inclusion strategies, differentiated instruction, and struggling elementary/secondary readers.</p>	<p>Principal Director of Federal Programs Curriculum Coordinator</p>	<p>Lesson plans and daily instruction will integrate differentiated practices to increase content access and mastery.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p align="center">System Safeguard Strategy</p> <p>6) Allocate funds and resources to minimize the achievement gap for our special education students, such as APEX and Imagine Math.</p>	<p>Principal Director of Federal Programs Curriculum Coordinator</p>	<p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>7) Provide support for students in Math and/or ELA Resource classroom by assigning both SPED and GenEd teacher in Math class and SPED teacher and aide in ELA class.</p>	<p>Principal Counselor</p>	<p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					


Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 9: Marion Middle School will close the achievement gap and improve the overall performance of the sub-population student groups of Hispanic and Low Socioeconomic on state assessments in all subject areas/grade levels.

Evaluation Data Source(s) 9: STAAR, Grade Reports, Lesson Plans, Classroom Observations, Financial Records, and Professional Development Training Attendance Rosters/Certificates

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.</p>	Principal Counselor Curriculum Coordinator	<p>Students' grades will remain at a passing standard (grade of 70 or higher).</p> <p>Students will seek supports from teachers and counseling services when challenges occur.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>System Safeguard Strategy</p> <p>2) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.</p>	Principal Curriculum Coordinator Teachers	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the scaffolding and differentiation strategies to increase content access and mastery.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>System Safeguard Strategy</p> <p>3) Allocate funds to support administrator and teachers in attending professional development opportunities to enhance their ability to support struggling students.</p>	Principal Curriculum Coordinator	<p>Lesson plans and daily instruction will integrate differentiated practices to increase content access and mastery.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>System Safeguard Strategy</p> <p>4) Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as APEX, Imagine Math, and guided instruction materials.</p>	Principal Curriculum Coordinator	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			


5) Students identified as needing dyslexia services in grades 6-8 are assessed and served as outlined in the state Dyslexia handbook.	Director of Federal Programs Principal Counselor Dyslexia Support Teacher Teachers	Students with dyslexia will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
6) Students identified as needing Section 504 services in grades 6-8 are assessed and served as outline in the IAP and in the federal and state guidelines.	Director of Federal Programs Principal Curriculum Coordinator Counselor Teachers	<p>Students receiving Section 504 services will receive services according to the IAP.</p> <p>Students receiving Section 504 services will demonstrate continuous growth in IAP goals.</p> <p>Students receiving Section 504 services will routinely use their specified accommodations to complete classroom activities.</p> <p>Students receiving Section 504 services will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
					

Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 10: Marion Middle School will promote college and career readiness.

Evaluation Data Source(s) 10: Registration data, student involvement in college planning events, college and career activities on campus calendar

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Allocate funds to support opportunities for 6-8 campus personnel to attend workshops that promote college and career readiness.	Principal Curriculum Coordinator Counselor CIS Counselors	District and campuses will align practices with the college and career readiness standards and expectations to ensure full integration in activities and instruction. District will continue to exceed state expectations in Index 4: Post-secondary readiness.			
2) Provide support and guidance for the Personal Graduation Plan process.	Principal Counselor	Students and parents will be informed of this process through parent meetings. Every student has a completed PGP that will enable them to meet the objectives for their designated graduation plan.			
3) Provide support and guidance to promote career awareness in a developmentally appropriate manner for 6-8 students.	Principal Counselor Teachers CIS Staff	Students will demonstrate a growing awareness of career opportunities and skills as they progress through the grade-levels.			
4) 4)Develop and implement Career Exploration course for all 8th grade students	Principal Counselor Teachers	Students will demonstrate a growing awareness of career opportunities and skills as they progress through Career Exploration Course.			
					

Goal 2: Marion Middle School will continue to promote student personal and social development that encourages diversity, integrity, and sound decision making required to meet modern challenges.

Performance Objective 1: Marion Middle School will provide access to resources for staff, students and parents, in order to enhance physical, mental, social and emotional well-being.

Evaluation Data Source(s) 1: Program summaries, attendance logs, CIS logs, attendance reports, club membership lists, student incentives lists

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Safe and Drug Free Program	Principal Counselor Teachers CIS Staff School Nurse	Investigated incidents will decrease.			
2) Red Ribbon Week	Principal Counselor Teachers CIS Staff School Nurse	Students will participate in drug and alcohol awareness prevention activities			
3) Safe and healthy choices through PE curriculum	Principal Counselor PE Teachers	Students will be presented with opportunities to learn about and make healthy life choices			
4) Resources for bullying prevention	Principal Counselor Teachers CIS Staff	Investigated incidents will decrease.			
5) Resources for suicide prevention- Sign of Suicide	Principal Counselor Teachers CIS Staff	Students will receive documented services and interventions as needed			
6) Resources for conflict resolution and violence prevention	Principal Counselor Teachers CIS Staff	Investigated incidents will decrease.			


7) Resources for student maltreatment and sexual abuse, neglect and physical abuse	Principal Counselor Teachers CIS Staff School Nurse	Students and staff will have a better understanding of strategies and procedures to use if an incident occurs			
8) Utilize CIS (mentors, services)	Principal Counselor Teachers CIS Staff School Nurse	Students will be referred to CIS as needed in efforts to improve student performance and well being			
9) Utilize counseling services	Principal Counselor Teachers CIS Staff School Nurse	Students will have access to the counselor as needed in efforts to improve student performance and well being			
10) Attendance monitoring	Principal Counselor Teachers CIS Staff Office Staff	Student incentives for increased attendance rate will increase student attendance.			
11) Student Incentives	Principal Counselor Teachers CIS Staff All Staff	Student behavior, attendance and classroom performance will improve			

Goal 2: Marion Middle School will continue to promote student personal and social development that encourages diversity, integrity, and sound decision making required to meet modern challenges.

Performance Objective 2: Marion Middle School will provide an environment in which students feel safe and secure.

Evaluation Data Source(s) 2: Completed emergency plan, documented drills and safety trainings, maintenance and custodial logs, canine detection program documentation, school resource officer logs, drug free/gun free code of conduct policy, office log of registered vehicles

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) County emergency management procedures	Superintendent Deputy Assistant Superintendent Principal All Staff County Emergency Coordinator	Students, parents, staff and the community will be better prepared in the event of an emergency situation			
2) Drug free/Gun free/Tobacco free and code of conduct policies	Principal All Staff	100% of students and parents will have signed and returned the drug free/gun free and code of conduct pages from the student handbook			
3) Review emergency plans, use of RAPTOR and security cameras, and yearly SRP training of staff and students	Principal All Staff School Resource Officers	All staff will have a revised copy of all emergency plans and will practice plans according to policies			
4) Canine detection program for random visits at the secondary campuses	Principal All Staff School Resource Officers	The number of drug use referrals will decrease due to heightened awareness from drug dog searches			
5) Mandatory parking permits for all staff/student vehicles	Principal All Staff	Safety of on campus parking will be maintained			
					

Goal 3: Marion Middle School will attract and develop an innovative staff that engages all students.

Performance Objective 1: Marion Middle School will continue to attract highly qualified personnel.

Evaluation Data Source(s) 1: Website postings, numbers of applicants, job fair attendance

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Update and post all vacancies on the district website, and specialized websites	Director of Human Resources Principals	Job vacancies posted on district website and specialized websites in a timely manner; increase in applications			
2) Monitor job postings, screening and the interview process to assure full consideration of a diversified applicant pool	Director of Human Resources Principals	Increased staff diversity, highly qualified candidates			
					

Goal 3: Marion Middle School will attract and develop an innovative staff that engages all students.

Performance Objective 2: Marion Middle School will foster and support a positive professional environment.

Evaluation Data Source(s) 2: Documentation of communication, staff recognitions, positive morale

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Timely communication within the campus	Principal All Staff	E-mail, weekly newsletter, and meeting documentation			
2) Campus team building opportunities	Principal All Staff	Scheduled team building events			
3) Annual recognition during Teacher Appreciation Week	Principal	Event schedules			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Marion Middle School will strive to provide professional development that directly enhances performance and improves student learning.

Performance Objective 1: The campus will provide time and resources for teachers to plan and develop instructional strategies, examine student data sources and align curriculum.

Evaluation Data Source(s) 1: District staff development calendar, campus calendars, meeting sign in sheets, meeting agendas, meeting minutes

Summative Evaluation 1:

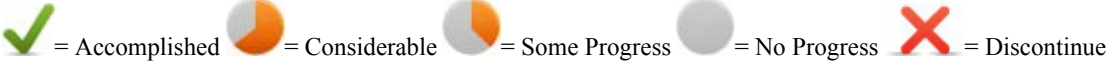
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide teachers with the opportunity to work with teacher colleagues to vertically and horizontally align the curriculum in the content areas, CTE, and elective courses.	Curriculum Coordinator Principal Team Leaders Teachers	Curriculum documents, meeting minutes			
					

Goal 4: Marion Middle School will strive to provide professional development that directly enhances performance and improves student learning.

Performance Objective 2: The campus will continue to support new teachers.

Evaluation Data Source(s) 2: Completion of training sessions, new teachers in programs, program and training summaries

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Utilize the curriculum coordinator to assist new teachers	Curriculum Coordinator Principal	Walk through documentation, classroom management and planning, meetings			
2) Utilize a mentor teacher program to support new teachers	Director of Human Resources Curriculum Coordinator Principal Mentor Teachers	New teachers will meet performance objectives and establish solid classroom management because of effective support from a mentor teacher			
3) Provide targeted professional development for new teachers.	Principal Curriculum Coordinator	Training certificates, lesson plans, observations			
					

Goal 4: Marion Middle School will strive to provide professional development that directly enhances performance and improves student learning.

Performance Objective 3: The campus will continue to provide in district and out of district staff development opportunities to meet the needs of the teachers.

Evaluation Data Source(s) 3: Scheduled staff trainings, documentations of completed trainings, attendance rosters

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) District staff development	Curriculum Coordinator Principal	Scheduled staff development; session agendas; MATT (Marion Academic Teaching Tools), attendance rosters			
System Safeguard Strategy 2) Provide targeted professional development opportunities for staff member providing support for special program students.	Director of Federal Programs Curriculum Coordinator Principal	Certification of Course Completion			
					

Goal 5: Marion Middle School will promote positive communication among trustees, staff, parents, students, and the community.

Performance Objective 1: Marion Middle School will continue to encourage parent and community involvement through activities and communication.

Evaluation Data Source(s) 1: Parent and community events documented through publications and calendars, contact logs, meeting agendas and summaries, sign in sheets

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Parent Portal	Technology Services Principal Teachers	Access by parents to the Parent Portal system			
2) Staff to Parent Communication (Phone, E-mail, Conferences, Remind, Facebook, Twitter, Signs of Suicide Night, MMS website)	Principal Counselor Teachers	E-mail records, contact logs and conference summaries			
3) Open House	Principals Teachers	Scheduled and documented events, classroom sign in sheets			
4) Awards Programs- Student of the Month; Bulldog Pride Tickets	Principal Counselor Teachers	Scheduled and documented events, head count of attendees			
5) Establish a PTSO	Principal Teachers PTSO Officers	Scheduled and documented meetings, sign in sheets, planned activities			
					

Goal 5: Marion Middle School will promote positive communication among trustees, staff, parents, students, and the community.

Performance Objective 2: Marion Middle School will continue to provide campus information to the public in a timely manner.

Evaluation Data Source(s) 2: Documentation of updates, updated websites

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) District website, campus websites, teacher websites, Facebook, Twitter, Remind, and email	Technology Services Principal Counselor Teachers	Updated websites and calendars, website statistics			
2) School Messenger	Technology Services Principal	Documented school messenger notifications, parents signed up for school messenger			
3) Board Reports	Principal	Principal board reports submitted and shared			
4) Marquees	Principal	Campus marquees updated in a timely manner			
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	2	Grade-level and content area teams will meet to monitor student progress and to make decisions about additional student support (e.g., tutoring, academic or behavioral Response to Intervention, Section 504 referrals, or special education referrals).
1	4	1	Campus will continue monitoring student enrollment to identify potential LEP students entering/enrolling to minimize gaps in service.
1	4	3	Campus will support the implementation and use of the appropriate English Language Proficiency Standards (ELPS) when designing instruction for LEP students in the general education classroom.
1	4	4	Continue to monitor LEP students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.
1	8	1	Continuous monitoring of student enrollment to identify potential special education students entering the district to minimize gaps in services
1	8	2	Employ special education aides to assist special education students in the general education classroom and increase data tracking for special education students.
1	8	3	Support the implementation and use of the instructional accommodations and differentiation strategies when designing instruction for special education students in the general education classroom.
1	8	4	Continuous monitoring of special education students' academic progress and IEP goal progress.
1	8	5	Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support special education students, such as Autism Specialist certification, Autism conference, inclusion strategies, differentiated instruction, and struggling elementary/secondary readers.
1	8	6	Allocate funds and resources to minimize the achievement gap for our special education students, such as APEX and Imagine Math.
1	9	1	Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.
1	9	2	Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.
1	9	3	Allocate funds to support administrator and teachers in attending professional development opportunities to enhance their ability to support struggling students.
1	9	4	Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as APEX, Imagine Math, and guided instruction materials.
4	3	2	Provide targeted professional development opportunities for staff member providing support for special program students.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Susan Thetford	Principal
Administrator	Karen Townsley	Counselor
Classroom Teacher	Caleb Bailey	Special Education
Classroom Teacher	Dana Goetzke	Writing Teacher
Classroom Teacher	Shannon Hoberer	Math Teacher
Classroom Teacher	Jennifer Lott	Math Teacher
Classroom Teacher	Kelly Bigley	ELA Teacher
Classroom Teacher	Jodi Smith	ELA Teacher
Non-classroom Professional	Amanda Mathews	CIS Staff
District-level Professional	Cesily Peeples	Curriculum Coordinator
Paraprofessional	Andrea Soliz	Essential Academics Aide
Parent	Tracie Reeves	Parent
Classroom Teacher	Justin Afflerbach	History Teacher