

Marion Independent School District

Marion Middle School

2019-2020



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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Marion MS Student Demographics from the 2018-2019 TAPR Report:

Total Student	356
African Americans	2.0%
Hispanic	37.9%
White	56.7%
American Indian	0.3%
Asian	0.0%
Pacific Islander	0%
Two or More Races	2.8%
Economically Disadvantaged	39.3%
Non-Educationally Disadvantaged	60.7%
English Language Learners	2.8%
At-Risk	30.9%
Attendance Rate	95.4%

Marion MS Program Enrollment*

Programs	%	#
Bilingual/ESL	2.2%	*
Gifted and Talented (G/T)	10.7%	38
Special Education	7.6%	27

*2018-19 TAPR data.

Demographics Strengths

Student Achievement

Student Achievement Summary

Texas Education Agency

2019 Accountability Ratings Overall Summary

Middle School (094904041) - Marion ISD

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		85	B
STAAR Performance	55	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		81	B
Academic Growth	63	63	D
Relative Performance (Eco Dis: 40.4%)	55	81	B
Closing the Gaps	52	76	C

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned

Student Achievement Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

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, Map Growth, 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 Director, CIC	Region 20 TCMPC TEKS Resource System Commitment Form (2018-2019)			
2) Provide support to aid the teachers in accessing and utilizing the resources in the TEKS Resource System.	Principal, Curriculum Director, CIC, Mentor Teachers	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, Unit Maps, Vertical Alignment Document and Instructional Focus Document in planning curriculum units and daily instruction.	Principal, Curriculum Director, Teachers, CIC	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.			




 = Accomplished
  = 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 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, Map Growth, benchmarks, Aleks, Lexia, and Eduphoria data documents

Summative Evaluation 2:

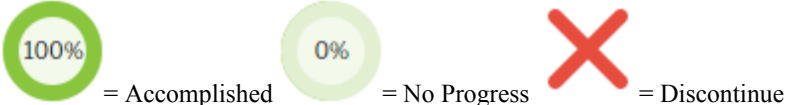
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Grade-level teams will meet regularly to align grade-level goals and expectations.	Principal, Curriculum Director, Teachers, CIC, Counselor, LIT	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
Comprehensive Support 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 Director, Team Leaders, Teachers, CIC, Counselor, LIT	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 Map Growth, .Aleks, Lexia			
 = Accomplished  = 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 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, CIC	Number of students enrolled and successful in advanced courses.			
2) Continue to create and expand course offerings for high school credit including Algebra, Spanish I, Art 1 and Theater Tech 1.	Principal, Counselor, CIC	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 Director, CIC	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, Map Growth, 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>Comprehensive Support Strategy 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, CIC	<p>Counselor will review all Home Language Surveys collected at registration and upon new student enrollment to identify incoming LEP students. Potential LEP students will be assessed appropriately to determine status and possible services and accommodations. 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, CIC	<p>LEP students will receive services according to federal regulations. LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening. LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR, Map Growth, and on common assessments.</p>			
<p>Comprehensive Support Strategy 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 Director, Teachers, ESL Aide, CIC	<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. LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening. LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR, Map Growth, Imagine Learning, and on common assessments. All ELAR teachers will be ESL certified</p>			



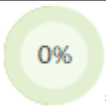

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>Comprehensive Support Strategy</p> <p>4) Continue to monitor LEP students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.</p>	<p>Director of Federal Programs, Principal, Curriculum Director, Teachers, ESL Aide, CIC</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, Map Growth, 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 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, Map Growth, RTI Training Attendance Rosters/Certificates

Summative Evaluation 5:

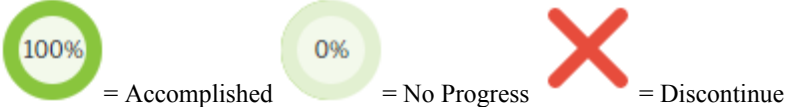
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Develop and implement a campus Response to Intervention (RTI) program that provides tiered intervention and continuous monitoring for struggling and at-risk students.	Curriculum Director Principal, Counselor, Teachers, CIC	RTI documentation will reflect ongoing monitoring, support, and accommodations. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR, Map Growth, 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 Director, Principal, Counselor, Teachers, CIC	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, Map Growth, 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, LIT, CIC	Students enrolled in math block class will demonstrate growth and mastery of TEKS as assessed on STAAR, Aleks for intervention and common assessments.			
4) Offer Literacy Intervention class for students who are identified at-risk based on Reading STAAR results.	Principal, Counselor, Teachers, LIT, CIC	Students enrolled in Reading Intervention class will demonstrate growth and mastery of TEKS as assessed on STAAR, Lexia for intervention and common assessments.			
 = Accomplished  = 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 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, CIC	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, CIC	Courses offered will expand and reflect the interests of students and available staff.			
					

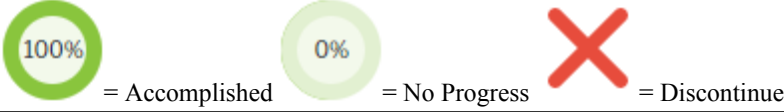
Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

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, Map Growth

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 Director Teachers CIC LIT	Teachers will demonstrate routine use of the Map Growth data analysis, Lexia, Aleks, and other curriculum tools to review and design curriculum and instructional plans. Facilitation of teachers visiting other teachers' classroom. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR, Map Growth, 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 Director CIC	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, Map Growth, 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 Director Teachers CIC	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, Map Growth, 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 Director CIC	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, Map Growth, and on common assessments.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
5) Allocate funds and resources to strengthen instructional materials and practices.	Principal Curriculum Director CIC	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, Map Growth, and on common assessments.			
					

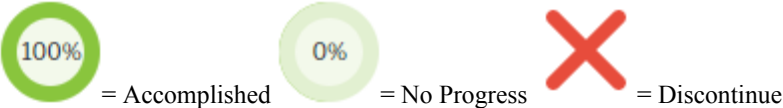
Goal 1: Marion Middle School will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 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, Map Growth, 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>Comprehensive Support 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/Staff CIC</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>Comprehensive Support 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 CIC</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>Comprehensive Support 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 Director Teachers CIC</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>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>Comprehensive Support Strategy</p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	<p>Director of Federal Programs Principal Curriculum Director Special Education Teachers/Staff</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>Comprehensive Support 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 Director</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>Comprehensive Support Strategy</p> <p>6) Allocate funds and resources to minimize the achievement gap for our special education students, such as Map Growth and Lexia.</p>	<p>Principal Director of Federal Programs Curriculum Director LIT</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.</p>	<p>Principal Counselor Special Education Staff LIT</p>	<p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and 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 9: Marion Middle School will close the achievement gap and improve the overall performance of the sub-population student groups of Hispanic, ELL, and Low Socioeconomic on state assessments in all subject areas/grade levels.

Evaluation Data Source(s) 9: STAAR, Benchmark Assessments, 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>Comprehensive Support Strategy 1) Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.</p>	Principal Counselor Curriculum Director	<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>Comprehensive Support Strategy 2) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.</p>	Principal Curriculum Director LIT 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>Comprehensive Support Strategy 3) Allocate funds to support administrator and teachers in attending professional development opportunities to enhance their ability to support struggling students.</p>	Principal Curriculum Director	<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>Comprehensive Support Strategy 4) Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as Aleks, Lexia, and guided instruction materials.</p>	Principal Curriculum Director LIT Teachers	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			

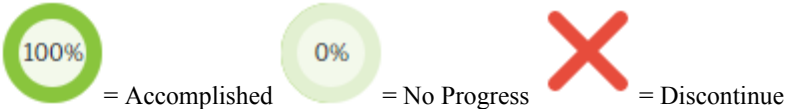
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
5) Students identified as needing dyslexia services in grades 6-8 are assessed and served as outlined in the state Dyslexia handbook.	Director of Federal Programs Principal Counselor Dyslexia Support Teacher LIT 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 Director Counselor Teachers	<p>Students receiving Section 504 services will receive services according to the OK.</p> <p>Students receiving Section 504 services will demonstrate continuous growth in OK 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>			
 = Accomplished  = 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 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 Director 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) 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.			
5) Develop and implement Skills for Living course for 8th grade students.	Principal Counselor Teachers	Students will demonstrate a growing awareness of critical life skills as they progress through Skills for Living.			
					

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.

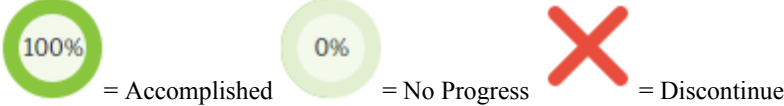
Performance Objective 1: Marion Middle School will provide access to resources for staff, students and parents, in order to enhance physical, mental, social and emotional well-being.

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) Continue to provide and build the Safe and Drug Free Program	Principal Counselor Teachers CIS Staff School Nurse	Investigated incidents will decrease.			
2) Continue with celebration of Red Ribbon Week	Principal Counselor Teachers CIS Staff School Nurse	Students will participate in drug and alcohol awareness prevention activities			
3) Embed lessons on safe and healthy choices across the curriculum and through various student programs.	Principal Counselor PE Teachers CIS Staff School Nurse	Students will be presented with opportunities to learn about and make healthy life choices			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
4) Continue with the implementation of bullying awareness and prevention activities that support the needs of staff students, and parents.	Principal Counselor Teachers CIS Staff	Various staff, student, and parent activities will be scheduled in an effort to reduce bullying incidents. Investigated incidents will decrease. Student-to-student conflicts will be reported and documented appropriately as outlined in David's Law. See Something, Say Something P3			
5) Provide support and resources for character education and implement Youth Leadership and Skills for Living classes.	Principal Counselor Teachers CIS Staff	Character lessons will be scheduled and provided in an effort to reduce student discipline referrals.			
6) Provide support and resources for suicide prevention.	Principal Counselor Teachers CIS Staff	Students will receive documented services and interventions as needed. All 7th graders will receive Signs of Suicide prevention. State required reporting protocols will be followed when there is a suspicion of abuse/neglect.			
7) Provide support and resources for conflict resolution and violence prevention.	Principal Counselor Teachers CIS Staff	Discipline and conflict-resolution best practice will be utilized in an effort to reduce student discipline referrals as well as deter student conflicts.			
8) Provide support and 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. State required reporting protocols will be followed when there is a suspicion of abuse/neglect.			
9) 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			
10) Utilize counseling services to provide additional support for students' academic progress and well being.	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			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
11) Continuous attendance monitoring to ensure students are attending school/classes daily and on-time.	Principal Counselor Teachers CIS Staff Office Staff	Continue to meet or exceed the attendance expectations of TEA. Implement intervention plans for students who are at-risk of losing course credit due to absences. Student incentives for increased attendance rate will increase student attendance.			
12) Utilize student Incentives to celebrate students' positive choices.	Principal Counselor Teachers CIS Staff All Staff	Develop and incentive plan in an effort to encourage positive and productive choices. Student behavior, attendance and classroom performance will improve			
13) Promote student involvement in campus clubs/organizations.	Principal Counselor Teachers CIS Staff All Staff	Clubs and organizations will organize recruiting activities in an effort to increase student involvement.			
					




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) Maintain 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. Navigate Prepared Yearly EOP Training Stop the Bleed Crise Training Threat Assessment Social Sentinel			
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			
6) Provide the School Resource Officer positions (2) in conjunction with the city of Marion and Guadalupe County Sheriff's Department.	Principal All Staff School Resource Officers	Students and staff will feel safe and secure on campus.			

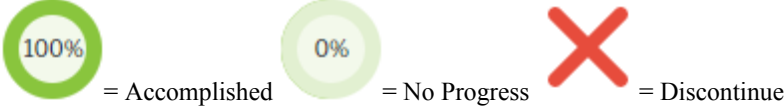
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
	 = Accomplished  = No Progress  = Discontinue				

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:

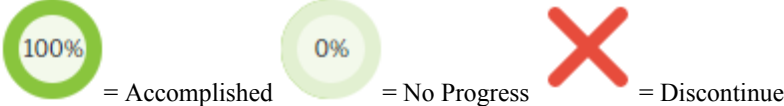
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Update and post all vacancies on the district website, and specialized websites	Director of Human Resources Principals	Job vacancies posted on district website and specialized websites in a timely manner; 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:

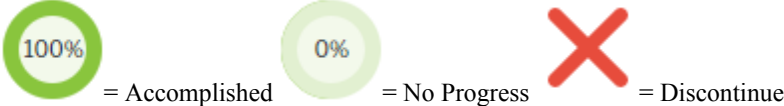
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Timely communication within the campus	Principal All Staff	E-mail, weekly newsletter, meeting documentation, Google invites for meetings			
2) Campus team building opportunities	Principal All Staff	Scheduled team building events (ie sunshine committee, potlucks, tailgating, etc)			
3) Annual recognition during Teacher Appreciation Week	Principal	Event schedules			
					

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 Director Principal Team Leaders Teachers CIC	Curriculum documents, Inservice Training Schedule, 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 CIC to assist new teachers	Curriculum Director Principal CIC	Walk through documentation, classroom management and planning, meetings			
2) Utilize a mentor teacher program to support new teachers	Director of Human Resources Curriculum Director Principal Mentor Teachers CIC	New teachers will meet performance objectives and establish solid classroom management because of effective support from a mentor teacher, taco talk.			
3) Provide targeted professional development for new teachers.	Principal Curriculum Director CIC	Training certificates, new teacher inservice schedules, lesson plans, observations			

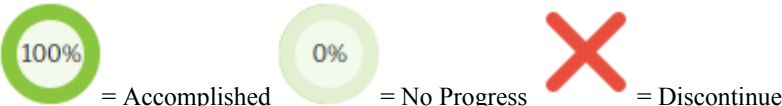
 = Accomplished
  = No Progress
  = Discontinue

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) Participate in district staff development	Curriculum Director Principal	Scheduled staff development; session agendas; Teacher-to Teacher training, attendance rosters			
Comprehensive Support Strategy 2) Provide targeted professional development opportunities for staff member providing support for special program students.	Director of Federal Programs Curriculum Director Principal CIC	Certification of Course Completion Professional development/ Inservice schedules			
					




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) Provide access to Parent Portal to parents and students.	Technology Services Principal Teachers	Access by parents to the Parent Portal system			
2) Provide Staff to Parent Communication (Phone, E-mail, Conferences, Remind, Facebook, Twitter, MMS website)	Principal Counselor Teachers	E-mail records, contact logs and conference summaries			
3) Continue Open House/campus and curriculum orientations.	Principals Teachers	Scheduled and documented events, classroom sign in sheets			
4) Continue Awards Programs- Student of the Month; Bulldog Pride Tickets; End of School Awards	Principal Counselor Teachers	Scheduled and documented events, head count of attendees			
5) Maintain and grow Parent Teacher Student Organization.	Principal Teachers PTSO Officers	Scheduled and documented meetings, sign in sheets, planned activities			

 = Accomplished
  = No Progress
  = Discontinue

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) Utilize district website, campus websites, teacher websites, Facebook, Twitter, Remind, and email.	Technology Services Principal Counselor Teachers	Updated websites and calendars, website statistics			
2) Utilize School Messenger.	Technology Services Principal	Documented school messenger notifications, parents signed up for school messenger			
3) Utilize Board Reports.	Principal	Principal board reports submitted and shared			
4) Utilize Marquees.	Principal	Campus marquees updated in a timely manner			

100% = Accomplished
 0% = No Progress
 X = Discontinue

Comprehensive Support 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 Map Growth and Lexia.
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.

Goal	Objective	Strategy	Description
1	9	4	Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as Aleks, Lexia, and guided instruction materials.
4	3	2	Provide targeted professional development opportunities for staff member providing support for special program students.