

# Marion Independent School District

## Marion Middle School

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Student Progress  
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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Marion MS Student Demographics\*

Total Student	306
African Americans	1.6%
Hispanic	38.9%
White	56.9%
American Indian	0.7%
Asian	0.7%
Pacific Islander	0%
Two or More Races	1.3%
Economically Disadvantaged	45.4%
Non-Educationally Disadvantaged	54.6%
English Language Learners	2.3%
At-Risk	53.3%
Retention Rate	0%
Attendance Rate	95.7%

## Marion MS Program Enrollment\*

Programs	%	#
Bilingual/ESL	2.3%	7
Gifted and Talented (G/T)	10.8%	33
Special Education	7.2%	22

\*2015 Snapshot Data (2016 Pending)

## Student Achievement

### Student Achievement Summary

#### Accountability Ratings

	2016 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
<b>Marion Middle School</b>	Met	82	60	Yes	38	30	Yes	41	26	Yes	43	13	Yes

#### System Safeguards

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

## Student Performance

<b>6<sup>th</sup>-8<sup>th</sup> READING</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>All</b>	87%	88%	89%	85%
<b>Hispanic</b>	83%	84%	89%	79%
<b>White</b>	90%	91%	91%	90%
<b>Eco. Dis.</b>	79%	81%	83%	78%
<b>Spec. Ed.</b>	79%	92%	64%	39%

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>6th – 8th Mathematics</b>				
<b>All</b>	78%	70%	100%	87%
<b>Hispanic</b>	65%	58%	100%	81%
<b>White</b>	86%	76%	100%	92%
<b>Eco. Dis.</b>	68%	59%	100%	81%
<b>Spec. Ed.</b>	58%	58%	*	44%

<b>7<sup>th</sup> WRITING</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>All</b>	78%	78%	75%	76%
<b>Hispanic</b>	64%	82%	69%	69%
<b>White</b>	85%	75%	79%	78%
<b>Eco. Dis.</b>	64%	70%	69%	69%
<b>Spec. Ed.</b>	56%	*	*	*



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

<b>8<sup>th</sup> SOCIAL STUDIES</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>All</b>	61%	58%	48%	72%
<b>Hispanic</b>	47%	42%	36%	69%
<b>White</b>	67%	68%	57%	75%
<b>Eco. Dis.</b>	46%	38%	31%	61%
<b>Spec. Ed.</b>	64%	*	*	*

## Index 2: Student Progress

<b>READING</b>	<b># Tests</b>	<b># Met/Exceeded</b>	<b>% Met/Exceeded</b>	<b># Exceeded</b>	<b>% Exceeded</b>
<b>All</b>	281	166	59%	41	15%
<b>Hispanic</b>	118	61	52%	15	13%
<b>White</b>	151	98	65%	24	16%

<b>MATHEMATICS</b>	<b># Tests</b>	<b># Met/Exceeded</b>	<b>% Met/Exceeded</b>	<b># Exceeded</b>	<b>% Exceeded</b>
<b>All</b>	269	193	72%	37	14%
<b>Hispanic</b>	112	72	64%	9	8%
<b>White</b>	146	113	77%	25	17%

### Index 3: Closing Performance Gaps

<b>READING</b>	<b>Total Tests</b>	<b># Level II Satisfactory</b>	<b>% Level II Satisfactory</b>	<b>#Advanced Standard</b>	<b>% Advanced Standard</b>
<b>Hispanic</b>	127	100	79%	17	13%
<b>White</b>	153	137	90%	42	27%

<b>MATHEMATICS</b>	<b>Total Tests</b>	<b># Level II Satisfactory</b>	<b>% Level II Satisfactory</b>	<b>#Advanced Standard</b>	<b>% Advanced Standard</b>
<b>Hispanic</b>	126	102	81%	9	7%
<b>White</b>	153	140	92%	27	18%

<b>WRITING</b>	<b>Total Tests</b>	<b># Level II Satisfactory</b>	<b>% Level II Satisfactory</b>	<b>#Advanced Standard</b>	<b>% Advanced Standard</b>
<b>Hispanic</b>	*	*	*	*	*
<b>White</b>	49	38	78%	7	14%

<b>SCIENCE</b>	<b>Total Tests</b>	<b># Level II Satisfactory</b>	<b>% Level II Satisfactory</b>	<b>#Advanced Standard</b>	<b>% Advanced Standard</b>
<b>Hispanic</b>	38	25	66%	6	16%
<b>White</b>	65	53	82%	10	15%

<b>SOCIAL STUDIES</b>	<b>Total Tests</b>	<b># Level II Satisfactory</b>	<b>% Level II Satisfactory</b>	<b>#Advanced Standard</b>	<b>% Advanced Standard</b>
<b>Hispanic</b>	38	26	68%	8	21%
<b>White</b>	64	48	75%	8	13%

## 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	44%
Hispanic	34%
White	51%

### Student Achievement Strengths

- 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 significant gains in student performance on 6th - 8th Grade Math STAAR tests.
- Campus made significant gains in student performance on 8th Grade Social Studies STAAR test.

### Student Achievement Needs

- Campus needs to improve performance rates for special education and ELL students in the areas of reading, math, science, and social studies.
- 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.
- Campus needs to improve the performance rates for Hispanic students in all subject areas.
- Campus needs to improve the performance rates for Economically Disadvantaged students in all subject areas.
- Campus needs to increase the number of students receiving a score equal to Final Level II on two or more assessments in order to increase the STAAR Postsecondary Readiness Standard (Final Level 2) 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide access to TEKS Resource System for content area teachers.	Principal, Instructional Support Specialist	Region 20 TCMPC TEKS Resource System Commitment Form (2016-2017)			
2) Provide support to aid the teachers in accessing and utilizing the resources in the TEKS Resource System.	Principal, Instructional Support Specialist	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, Instructional Support Specialist, 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.			
= 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Grade-level teams will meet regularly to align grade-level goals and expectations.	Principal, Instructional Support Specialist, Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
<b>State System Safeguard Strategy</b> 2) Grade-level and content area teams will meet to monitor student progress and to make decisions about additional student support.	Principal, Instructional Support Specialist, 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.			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
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.	Superintendent, Principal, Instructional Support Specialist	Course scope and sequence as well as lesson plans will reflect current standards and best practices.			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
<p align="center"><b>State System Safeguard Strategy</b></p> <p>1) Campus will continue monitoring student enrollment to identify potential LEP students entering/enrolling to minimize gaps in service.</p>	Special Programs Director, Principal, Counselor, ESL Aide, LPAC Committee	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>2) Campus will employ an ESL aide to assist LEP students in the general education classroom.</p>	Superintendent, Special Programs Director, Principal	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 and on common assessments.			
<p align="center"><b>State System Safeguard Strategy</b></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>	Special Programs Director, Principal, Instructional Support Specialist, Teachers, ESL Aide	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 and on common assessments.			









<p align="center"><b>State System Safeguard Strategy</b></p> <p>4) Continue to monitor LEP students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.</p>	<p>Special Programs Director, Principal, Instructional Support Specialist, 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 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Implement a campus Response to Intervention (RTI) program that provides tiered intervention and continuous monitoring for struggling and at-risk students.	Special Programs Director, Principal, Counselor, Instructional Support Specialist, 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.	Special Programs Director, Principal, Counselor, Instructional Support Specialist, 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.			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
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, Instructional Support Specialists, 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 Exploring Science, 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.			
 = 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 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

**Summative Evaluation 7:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
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.	Superintendent Principal Instructional Support Specialists 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 Instructional Support Specialist	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 Instructional Support Specialists 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.	Superintendent Principal Instructional Support Specialists	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.	Superintendent Principal Instructional Support Specialists	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.			
6) Add FTE in order to offer separate Writing and Reading classes for all sixth and seventh grade students.	Superintendent Principal	Students will demonstrate growth and mastery of Reading and Writing TEKS as assessed on STAAR and 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
<p align="center"><b>State System Safeguard Strategy</b></p> <p>1) Continuous monitoring of student enrollment to identify potential special education students entering the district to minimize gaps in services</p>	<p>Special Programs Director 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 align="center"><b>State System Safeguard Strategy</b></p> <p>2) Employ special education aides to assist special education students in the general education classroom and in content mastery.</p>	<p>Superintendent Special Programs Director 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 accessed on STAAR and on common assessments.</p>			

<p align="center"><b>State System Safeguard Strategy</b></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>Special Programs Director Principal Instructional Support Specialists 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"><b>State System Safeguard Strategy</b></p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	<p>Special Programs Director Principal Instructional Support Specialists 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"><b>State System Safeguard Strategy</b></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>Superintendent Principal Special Programs Director Instructional Support Specialists</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>			





<b>State System Safeguard Strategy</b>				
6) Allocate funds and resources to minimize the achievement gap for our special education students, such as Achieve 3000 and Think Thru Math.	Superintendent Principal Special Programs Director Instructional Support Specialists	Special education students will demonstrate continuous growth in IEP goals.		
		Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.		
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.	Principal Counselor	Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and 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 9:** Marion Middle School will close the achievement gap and improve the overall performance of the sub-population student groups 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
<p><b>State System Safeguard Strategy</b></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 Instructional Support Specialist	<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><b>State System Safeguard Strategy</b></p> <p>2) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.</p>	Principal Instructional Support Specialists 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><b>State System Safeguard Strategy</b></p> <p>3) Allocate funds to support administrator and teachers in attending professional development opportunities to enhance their ability to support struggling students, such as Lead4ward, Visual Teaching Alliance, Academic Language, and Differentiated Instruction.</p>	Superintendent Principal Instructional Support Specialists	<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><b>State System Safeguard Strategy</b></p> <p>4) Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as Achieve 3000, Think Thru Math, and guided instruction materials.</p>	Superintendent Principal Instructional Support Specialists	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			









<p>5) Students identified as needing dyslexia services in grades 6-8 are assessed and served as outlined in the state Dyslexia handbook.</p>	<p>Superintendent Special Programs Director Principal Instructional Support Specialists Counselor Dyslexia Support Teacher Teachers</p>	<p>Students with dyslexia will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>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.</p>	<p>Superintendent Special Programs Director Principal Instructional Support Specialists Counselor Teachers</p>	<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>			
<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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Allocate funds to support opportunities for 6-8 campus personnel to attend workshops that promote college and career readiness.	Superintendent Principal Instructional Support Specialists 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.	Superintendent 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.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					












**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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) - Safe and Drug Free Program	Superintendent Principal Counselor Teachers CIS Staff School Nurse	Decrease in student referrals as a result of healthy life choices			
2) - Red Ribbon Week	Superintendent 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	The number of bullying incidents will decrease			
5) - Resources for character education	Principal Counselor Teachers CIS Staff	The number of student discipline referrals will decrease			
6) - Resources for suicide prevention	Principal Counselor Teachers CIS Staff	Students will receive documented services and interventions as needed			

7) - Resources for conflict resolution and violence prevention	Principal Counselor Teachers CIS Staff	The number of student discipline referrals will decrease			
8) - 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			
9) - Utilize CIS (mentors, services)	Superintendent 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	Superintendent 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			
11) - Attendance monitoring	Principal Counselor Teachers CIS Staff Office Staff	Student attendance will increase			
12) - Student Incentives	Principal Counselor Teachers CIS Staff All Staff	Student behavior, attendance and classroom performance will improve			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					













**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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) - County emergency management procedures	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	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	Superintendent 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	Superintendent Principal All Staff	Safety of on campus parking will be maintained			
 = Accomplished  = Considerable  = Some Progress  = 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Update and post all vacancies on the district website, and specialized websites	Superintendent 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	Superintendent 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Timely communication within the campus	Principals All Staff	E-mail and meeting documentation			
2) Campus team building opportunities	Principals All Staff	Scheduled team building events			
3) Annual recognition during Teacher Appreciation Week	Principals	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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
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.	Superintendent Instructional Support Specialists Principal Department Heads Team Leaders	Curriculum documents, meeting minutes			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Utilize the instructional support specialist to assist new teachers	Superintendent Instructional Support Specialists Principal	Walk through documentation, classroom management and planning, meetings			
2) Utilize a mentor teacher program to support new teachers	Instructional Support Specialists 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 Instructional Support Specialist	Training certificates, lesson plans, observations			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) District staff development	Instructional Support Specialists Principal	Scheduled staff development; session agendas; attendance rosters			
<b>State System Safeguard Strategy</b> 2) Provide targeted professional development opportunities for staff member providing support for special program students.	Special Programs Director Principal	Certification of Course Completion			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
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 101)	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	Principal Counselor Teachers	Scheduled and documented events, head count of attendees			
 = Accomplished  = Considerable  = Some Progress  = 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) District website, campus websites, and teacher websites	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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					



## State 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.
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 in content mastery.
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 Achieve 3000 and Think Thru 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, such as Lead4ward, Visual Teaching Alliance, Academic Language, and Differentiated Instruction.
1	9	4	Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as Achieve 3000, Think Thru Math, and guided instruction materials.
4	3	2	Provide targeted professional development opportunities for staff member providing support for special program students.

## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jon Lindholm	Principal
Administrator	Zelda Lanford	Counselor
Classroom Teacher	Clint Gholson	Special Education
Classroom Teacher	Dana Goetzke	ELA Teacher
Classroom Teacher	Shannon Hoberer	Math Teacher
Classroom Teacher	Jennifer Lott	Math Teacher
District-level Professional	Cesily Peeples	Secondary Instructional Support Specialist
Non-classroom Professional	Amanda Matthews	CIS Staff
Paraprofessional	Noreida Trejo	ESL Aide
Parent	Barbara Strey	