

# Campus Improvement Plan



Marlin Junior Academy

2018-2019

## ***Marlin Junior Academy Campus Improvement Plan 2018 – 2019***

**Goal 1:** Marlin Junior Academy will effectively deliver a rigorous and relevant curriculum that is aligned to State standards using effective instructional strategies, assessment data, technology, and other effective instructional practices to engage all learners in meaningful learning experiences, in order to meet or exceed State Assessments standards in Math, Reading and Writing or increase scores by 4%

**Objective 1.** Provide opportunities for all students to meet the State's approaches, meet and master levels on all State assessments by using effective methods and instructional strategies that are based on scientific research.

**Objective 2.** Meet the needs of all of our learners, especially at-risk sub-populations including English language Learners, through programming, monitoring, appropriate intervention strategies and staff development.

**Objective 3.** Provide appropriate technology resources to enhance student engagement and to support rigorous, relevant instruction.

**Goal 2:** Provide a safe and civil environment for students and teachers through the use of Positive Behavior Intervention Strategies (PBIS), and reduce discipline referrals by 5% over 2017-2018 school year.

**Objective 1.** Provide classroom structure, procedures, and positive reinforcement strategies, including classroom rewards, for all students and to reduce discipline referrals by 5% over the 2017-2018 school year.

**Objective 2.** Work to reduce Out of School Suspension (OSS) and discretionary DAEP placements, and reduce In School Suspension (ISS) and On Campus Interventions (OCI) placements by using positive reward systems, as removal from instruction negatively impacts student achievement.

**Goal 3:** Encourage the active involvement of the parents and the Marlin ISD community in student learning.

**Objective 1.** Keep parents informed about their students' progress and encourage home-school partnerships between the parents and community to promote student achievement.

**Objective 2.** Provide parents with pertinent informational resources.

### **Appendix A: State and Federal Mandates**

## Marlin Junior Academy Campus Improvement Plan 2018 – 2019

### Mission Statement:

*We Will Proactively Meet the Needs of Our Students.*

**Goal 1:** Marlin Junior Academy will effectively deliver a rigorous and relevant curriculum that is aligned to State standards using effective instructional strategies, assessment data, technology, and other effective instructional practices to engage all learners in meaningful learning experiences, in order to meet or exceed State Assessments standards in Math, Reading and Writing or increase scores by 4%

|                                       |  |                       |                     |  |                                       |                                    |
|---------------------------------------|--|-----------------------|---------------------|--|---------------------------------------|------------------------------------|
| Performance Objective 1:              | <i>Provide opportunities for all students to meet the State's proficient and advanced levels on all State assessments by using effective methods and instructional strategies that are based on scientific research.</i> |                       |                     |  |                                       |                                    |
|                                       | <b>Action Step(s)</b>  |                       |                     |  |                                       |                                    |
|                                       | <b>Person(s)<br/>Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources<br/>Human/Material/Fiscal</b> | <b>Formative<br/>Evaluation</b>       | <b>Documented</b>                  |
| Align instruction to state standards. | Implement TEKS Resource System curriculum with fidelity in order to align to state standards, achieve high rigor, and achieve high levels of performance on State mandated STAAR exams.                                  |                       |                     |  |                                       |                                    |
|                                       | Principal,<br>Teachers   | 8/27/2018             | 5/31/2019           | TEKS Resource System, Region XII           | PowerWalks,<br>Lesson Plans,<br>CBAs. | Report cards, STAAR<br>performance |
| Instructional Systems.                | Employ the strategies of "The Fundamental Five", " Marzano High Yield" and "Blooms Higher Order Thinking" Strategies in the classroom daily.   |                       |                     |  |                                       |                                    |

|   |   |           |           |  |                              |   |
|---|---|-----------|-----------|--|------------------------------|---|
|   | Principal,<br>Teachers  | 8/27/2018 | 5/31/2019 | Fundamental 5 book, Region XII,<br>PowerWalks program, Local<br>funds. | PowerWalk data               | STAAR performance                                 |
| Student Engagement.   | Employ rigorous, engaging, student-centered activities including manipulatives, "hands-on" activities that are relevant to the student.   |           |           |  |                              |   |
|   | Teachers  | 8/27/2018 | 5/31/2019 | TEKS Resource System, Math<br>manipulatives                            | CBA performance              | Report cards, STAAR<br>performance                |
| Monitor student performance and adjust instruction to meet student needs.                             | Administer Curriculum Based Assessments on a regularly scheduled basis to determine the effectiveness of teaching strategies and to identify which students require additional support.   |           |           |  |                              |   |
|   | Principal,<br>Teachers  | 8/27/2018 | 5/31/2019 | Eduphoria, TEKS Resource<br>System, Principal,                         | CBA results                  | Report cards, STAAR<br>performance                |
| Professional development  | Provide professional development to the staff on the construction and analysis of short term formative common assessments.  |           |           |  |                              |   |
|   | Principal,<br>Principal;<br>Teachers  | 8/8/2017  | 8/25/2017 | Eduphoria, Principal,  | Teacher developed<br>CBAs    | Report cards, STAAR<br>performance                |
| Provide additional instructional support to students experiencing difficulty meeting State standards. | Provide remedial instruction and re-teaching to students experiencing difficulty meeting State standards through RtI pull-outs scheduled during the school day. Use Read 180 materials and curriculum, and System 44, to improve the reading comprehension of students who are more than 1 grade level behind in Reading. |           |           |  |                              |   |
|   | Teachers; Reading<br>Interventionist;<br>ESL intervention   | 8/27/2018 | 5/31/2019 | CBA results<br>Read 180 and System 44 testing                          | CBA results,<br>Report cards | Increased passing<br>rates on STAAR and<br>TELPAS |
|   |   |           |           |  |                              |   |

|                                 |  |                       |                     |  |   |   |
|---------------------------------|--|-----------------------|---------------------|--|---|---|
| <b>Performance Objective 2:</b> | <i>Meet the needs of all of our learners, especially at-risk sub-populations, through programming, monitoring, appropriate intervention strategies and staff development.</i>  |                       |                     |  |   |   |
| <b>Need Addressed</b>           | <b>Action Step(s)</b>  |                       |                     |  |   |   |
|                                 | <b>Person(s)<br/>Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources<br/>Human/Material/Fiscal</b> | <b>Formative<br/>Evaluation</b>   | <b>Documented</b>   |
| English Language Learners       | Identify and monitor ELL students and provide appropriate support through a content based model by certified teachers familiar with the LPAC process.  |                       |                     |  |   |   |
|                                 | Principal,<br>Teachers   | 8/27/2018             | 5/31/2019           | ESL Coordinator                            | CBA performance   | TELPAS scores,<br>STAAR performance                           |
| Limited English Proficiency     | LEP students will meet or exceed a passing rate on STAAR of 60% through additional academic support during the school day.   |                       |                     |  |   |   |
|                                 | Principal,<br>Teachers   | 8/27/2018             | 5/31/2019           | ESL Teacher                                | CBA scores, Report<br>cards, TELPAS<br>results  | Number of LEP<br>students showing<br>improvements on<br>STAAR |
| Special Education: Inclusion    | Place all students with disabilities (excluding Life Skills) in regular education classrooms with highly qualified teachers and inclusion specialists. Monitor the progress and maintain appropriate records on all students who are disabled. |                       |                     |  |   |   |
|                                 | Teachers,<br>Principal,<br>Spec. Ed. Teacher<br>& Staff Members  | 8/27/2018             | 5/31/2019           | Director of Special Education              | Student progress<br>reports, ARD<br>meeting minutes,<br>student IEPs, CBA<br>results. | Report cards, STAAR<br>results.                               |
|                                 |  |                       |                     |  |   |   |

|                                  |   |                       |                     |  |                                       |                               |
|----------------------------------|---|-----------------------|---------------------|--|---------------------------------------|-------------------------------|
| Special Education Identification | Reduce the number of Special Education placements by more accurately identifying students with special needs through the implementation of an effective RTI program by regular teachers and subject area specialists.   |                       |                     |  |                                       |                               |
|                                  | Principal;<br>Teacher Spec. Ed.<br>Teacher  | 8/27/2018             | 5/31/2019           | Director of Special Education              | Number of Special Education referrals | Report cards, STAAR results   |
| 504                              | Review data, plan, and maintain records of students who qualify under 504. Ensure that classroom and testing accommodations are followed, provide screening for dyslexia.   |                       |                     |  |                                       |                               |
|                                  | Principal,<br>Teachers;   | 8/27/2018             | 5/31/2019           | 504 Coordinator                            | CBA results                           | Report cards, STAAR results.  |
| <b>Performance Objective 3:</b>  | <b><i>Provide appropriate technology resources to enhance student engagement and to support rigorous, relevant instruction.</i></b>   |                       |                     |  |                                       |                               |
| <b>Need Addressed</b>            | <b>Action Step(s)</b>   |                       |                     |  |                                       |                               |
|                                  | <b>Person(s)<br/>Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources<br/>Human/Material/Fiscal</b> | <b>Formative<br/>Evaluation</b>       | <b>Documented</b>             |
| Educational Technology           | Increase active student involvement and student-centered instruction through the use of educational technology, by providing students and teachers with interactive online resources, productivity tools, and communication tools to enhance traditional instructional methods. |                       |                     |  |                                       |                               |
|                                  | Director of Technology,<br>Teachers   | 8/27/2018             | 5/31/2019           | IMA, local funds                           | Teacher lesson plans, Powerwalk data  | Lesson Plans, Powerwalk notes |

**Goal 2:** Provide a safe and civil environment for students and teachers through the use of Positive Behavior Intervention Strategies (PBIS), and reduce discipline referrals by 5% over 2017-2018 school year.

|                                 |   |                       |                     |  |  |  |
|---------------------------------|---|-----------------------|---------------------|--|--|--|
| <b>Performance Objective 1:</b> | <i>Provide classroom structure, procedures, and positive reinforcement strategies for all students and to reduce discipline referrals by 10% over the 2016-2017 school year.</i>              |                       |                     |  |  |  |
| <b>Need Addressed</b>           | <b>Action Step(s)</b>   |                       |                     |  |  |  |
|                                 | <b>Person(s) Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources<br/>Human/Material/Fiscal</b>           | <b>Formative<br/>Evaluation</b>                    | <b>Documented</b>                                      |
| School-wide PBIS program.       | Implement a system of PBIS within each classroom based on the Conscious Discipline program including class rules and procedures.  |                       |                     |  |  |  |
|                                 | Teachers, Principal   | 8/27/2018             | 5/31/2019           | Tough Kids program<br>Conscious Discipline<br>Champs | Student conferences with Administration.           | PEIMS discipline report                                |
| Positive reinforcement          | Teachers who are frequently observed using excessively negative, punitive, or humiliating forms of classroom discipline will be required to submit a corrective action plan to the principal. |                       |                     |  |  |  |
|                                 | Principal; Teacher, School Counselor  | 8/27/2018             | 5/31/2019           | Campus Principal                                     | teacher documentation, Student conferences..       | Report card, STAAR results.                            |
|                                 | Principal, Teacher, Counselor, OCI teacher  | 8/27/2018             | 5/31/2019           | Campus Principal, OCI teacher                        | Parent and Student conferences with Administration | Reduced incidences of multiple disciplinary placements |

|                                 |  |           |           |           |   |                           |
|---------------------------------|--|-----------|-----------|-----------|---|---------------------------|
| <b>Performance Objective 2:</b> | <i>Work to reduce Out of School Suspension (OSS) and discretionary DAEP placements, and reduce In School Suspension (ISS) placements by using positive reward systems, as removal from instruction negatively impacts student achievement.</i> |           |           |           |   |                           |
| <b>Need Addressed</b>           | <b>Action Step(s)</b>  |           |           |           |   |                           |
| OSS and DAEP                    | Reduce OSS and discretionary DAEP placements   |           |           |           |   |                           |
|                                 | Principal  | 8/27/2018 | 5/31/2019 | Principal | Student conferences with Administration | PEIMS discipline reports. |
| ISS                             | Consider ISS placement for short terms only, and when student safety is a consideration.   |           |           |           |   |                           |
|                                 | Principal  | 8/27/2018 | 5/31/2019 | Principal | Student conferences with Administration | PEIMS discipline reports. |

**Goal 3:** Encourage the active involvement of the parents and the Marlin ISD community in student learning.

|                                 |  |                       |                     |  |                             |                   |
|---------------------------------|--|-----------------------|---------------------|--|-----------------------------|-------------------|
| <b>Performance Objective 1:</b> | <i>Keep parents informed about their student's progress and encourage home-school partnerships among the parents and community to promote student achievement.</i> |                       |                     |  |                             |                   |
| <b>Need Addressed</b>           | <b>Action Step(s)</b>  |                       |                     |  |                             |                   |
|                                 | <b>Person(s) Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b> | <b>Documented</b> |



|                                       |  |            |           |  |   |   |
|---------------------------------------|--|------------|-----------|--|---|---|
| Student progress reporting to parents | Send home progress reports every 3 weeks and report cards every 6 weeks.   |            |           |  |   |   |
|                                       | Teachers, Secretary  | 08/27/2018 | 5/31/2019 | PEIMS, Parent Portal, Texas Gradebook              | Signed progress reports, and report cards.            | Parent Survey   |
| Teacher collaboration with parents    | Contact parents and set up conferences when academic or behavioral concerns arise.   |            |           |  |   |   |
|                                       | Principal; Teacher, School Counselor   | 8/27/2018  | 5/31/2019 | Counselor  | teacher documentation, CBA results, progress reports. | Report card, STAAR results.                           |
| Building home-school relationships    | Hold events at the school that encourage students' parents and families to help form relationships with faculty and staff. These events include "meet the teacher", and "Open House", opportunities. Muffins with Moms, Donuts with Dads will be added to increase parent involvement. |            |           |  |   |   |
|                                       | Principal, Teacher   | 8/27/2018  | 5/31/2019 | Cafeteria staff, maintenance and custodial staffs. | Increased attendance at community functions.          | Increased communication between teachers and parents. |

|                           |  |            |           |                                 |                          |                                  |
|---------------------------|--|------------|-----------|---------------------------------|--------------------------|----------------------------------|
| Community Involvement     | Present a Christmas and Spring musical program each year. Marlin Junior Academy will continue with the 3 <sup>rd</sup> Annual Black History Program. We will also have a Mother/Son, Father/Daughter Dance |            |           |                                 |                          |                                  |
|                           | Teachers   | 8/27/2018  | 5/31/2019 | Use of cafeteria/gym            | Attendance at program.   | Parent survey                    |
| Performance Objective 2:  | <i>Provide parents with pertinent informational resources.</i>   |            |           |                                 |                          |                                  |
| Need Addressed            | <b>Action Step(s)</b>  |            |           |                                 |                          |                                  |
| Policies and Procedures   | Provide copies of the student handbook and student code of conduct on-line or in print if requested.   |            |           |                                 |                          |                                  |
|                           | Principal; District Technology Director, Secretary   | 8/8/2017   | 5/31/2019 | District web site               | Parent signature sheets. | Parent surveys.                  |
| Policies and Procedures   | Provide parents of disabled students with a copy of procedural safeguards annually.  |            |           |                                 |                          |                                  |
|                           | Spec. Ed., Teacher; Principal  | 8/27/2018  | 5/31/2019 | Director of Special Education   | Parent feedback.         | ARD minutes, parent signatures.  |
| Federal Programs: Title I | Hold a Title I informational meeting for parents each semester to explain, discuss, gain input, and evaluate the Parental Involvement/Compact aspect of the school.  |            |           |                                 |                          |                                  |
|                           | Principal  | 10/11/2017 | 5/31/2019 | Marlin Junior Academy Cafeteria | Attendance at meeting.   | Feedback from parent evaluation. |

## APPENDIX A: STATE AND FEDERAL MANDATES

| Performance Objective 1:                | Bullying Prevention   |                |              |                                     |   |                    |
|---|---|----------------|--------------|-------------------------------------|---|--------------------|
| Need Addressed                          | Action Step(s)  |                |              |                                     |   |                    |
|   | Person(s) Responsible   | Timeline Start | Timeline End | Resources Human/Material/Fiscal     | Formative Evaluation                        | Documented         |
| Bullying Prevention                     | All campuses will implement and support MISD anti-bullying policies, guidelines and procedures designed to reduce bullying.               |                |              |                                     |   |                    |
|   | Principal;<br>Counselor   | 8/27/2018      | 5/31/2019    | Campus budgets                      | Discipline referrals                        | Discipline reports |
| Bullying Prevention                     | All faculty and administrators will watch on-line bullying video training series.   |                |              |                                     |   |                    |
|   | Teachers;<br>Principal;<br>Counselor  | 8/27/2018      | 5/31/2019    | Texas School Safety Center website. | Documentation of video training completion. | Bullying reports   |
| Performance Objective 2:                | Child Abuse and Sexual Abuse Prevention   |                |              |                                     |   |                    |
| Need Addressed                          | Action Step(s)  |                |              |                                     |   |                    |
|   | Person(s) Responsible   | Timeline Start | Timeline End | Resources Human/Material/Fiscal     | Formative Evaluation                        | Documented         |
| Child Abuse and Sexual Abuse Prevention | All faculty will receive training on recognizing child abuse, the legal responsibilities and procedures for the reporting of child abuse. |                |              |                                     |   |                    |

|  |   |                           |                         |  |                                 |                              |
|--|---|---------------------------|-------------------------|--|---------------------------------|------------------------------|
|  | Teachers;<br>Principal;<br>Counselor; Nurse,  | 8/27/2018                 | 5/31/2019               | Texas Department of<br>Family Services website | Completion<br>certification.    | Completion<br>certification. |
| Child Abuse and Sexual Abuse<br>Prevention | All faculty will support and implement the MISD policies, guidelines and procedures for reporting child abuse |                           |                         |  |                                 |                              |
|  | Teachers;<br>Principal; Nurse ;<br>Counselor  | 8/27/2018                 | 5/31/2019               | MISD Board policy                              | Counselor<br>documentation      | Counselor<br>documentation   |
| <b>Performance Objective 3:</b>            | <b>Coordinated Health - SHAC Council</b>  |                           |                         |  |                                 |                              |
| <b>Need Addressed</b>                      | <b>Action Step(s)</b>   |                           |                         |  |                                 |                              |
|  | <b>Person(s)<br/>Responsible</b>  | <b>Timeline<br/>Start</b> | <b>Timeline<br/>End</b> | <b>Resources<br/>Human/Material/Fiscal</b>     | <b>Formative<br/>Evaluation</b> | <b>Documented</b>            |
| Coordinated Health - SHAC Council          | The SHAC council will meet 4 times a year.  |                           |                         |  |                                 |                              |
|  | Nurse ; Principal;<br>Cafeteria Manager   | 8/27/2018                 | 5/31/2019               | Local funds                                    | Minutes of<br>SHAC meeting      | Minutes of<br>SHAC meeting   |
| Coordinated Health - SHAC Council          | The council will provide the MISD Board an annual report of their activities for the year.                    |                           |                         |  |                                 |                              |

|                                 |   |                           |                         |  |                                 |                         |
|---------------------------------|---|---------------------------|-------------------------|--|---------------------------------|-------------------------|
|                                 | Nurse; Principal;<br>SRO, Cafeteria<br>Manager  | 8/27/2018                 | 5/31/2019               | Local funds                                | Report to Board                 | Board minutes           |
| <b>Performance Objective 4:</b> | <b>Dating Violence Awareness</b>  |                           |                         |  |                                 |                         |
| <b>Need Addressed</b>           | <b>Action Step(s)</b>   |                           |                         |  |                                 |                         |
|                                 | <b>Person(s)<br/>Responsible</b>  | <b>Timeline<br/>Start</b> | <b>Timeline<br/>End</b> | <b>Resources<br/>Human/Material/Fiscal</b> | <b>Formative<br/>Evaluation</b> | <b>Documented</b>       |
| Dating Violence                 | Provide staff training on relationship abuse awareness, detection and prevention                                    |                           |                         |  |                                 |                         |
|                                 | Principal;<br>Counselor   | 8/27/2018                 | 5/31/2019               | Counselors, School<br>nurse.               | Anecdotal<br>campus report      | Discipline<br>referrals |
| Dating Violence                 | The school counselor will conduct guidance lessons on conflict resolution and how to promote healthy relationships. |                           |                         |  |                                 |                         |
|                                 | Counselor;<br>Teachers  | 8/27/2018                 | 5/31/2019               | School counselor                           | Anecdotal<br>campus report      | Discipline<br>referrals |
| <b>Performance Objective 5:</b> | <b>Discipline Management - Safe Environment</b>   |                           |                         |  |                                 |                         |
| <b>Need Addressed</b>           | <b>Action Step(s)</b>   |                           |                         |  |                                 |                         |
|                                 | <b>Person(s)<br/>Responsible</b>  | <b>Timeline<br/>Start</b> | <b>Timeline<br/>End</b> | <b>Resources<br/>Human/Material/Fiscal</b> | <b>Formative<br/>Evaluation</b> | <b>Documented</b>       |
|                                 |   |                           |                         |  |                                 |                         |

|                                   |   |                           |                         |  |                                 |                             |
|-----------------------------------|---|---------------------------|-------------------------|--|---------------------------------|-----------------------------|
| Discipline Management             | Provide training in Positive Behavior Management Strategies.  |                           |                         |  |                                 |                             |
|                                   | Teachers;<br>Principal  | 8/27/2018                 | 5/31/2019               | Principal                                    | Sign in sheets                  | Discipline referrals        |
| Discipline Management             | Implement alternative options to ISS or DAEP placement, such as an OCI program.   |                           |                         |  |                                 |                             |
|                                   | Principal;<br>Teachers  | 8/27/2018                 | 5/31/2019               | Administrators                               | TxEIS                           | Monthly discipline reports. |
| <b>Performance Objective 6:</b>   | <b>Drug and Alcohol Abuse Prevention</b>  |                           |                         |  |                                 |                             |
| <b>Need Addressed</b>             | <b>Action Step(s)</b>   |                           |                         |  |                                 |                             |
|                                   | <b>Person(s)<br/>Responsible</b>  | <b>Timeline<br/>Start</b> | <b>Timeline<br/>End</b> | <b>Resources<br/>Human/Material/Fiscal</b>   | <b>Formative<br/>Evaluation</b> | <b>Documented</b>           |
| Drug and Alcohol Abuse Prevention | Implement the DARE curriculum at the, 7th grade in order to decrease the tendency of students to become involved in drug and alcohol abuse. |                           |                         |  |                                 |                             |
|                                   | Teachers  | 8/27/2018                 | 5/31/2019               | Counselor, CIS, Drug and alcohol consultant. | Anecdotal campus reports        | DARE completion diplomas    |
| Drug and Alcohol Abuse Prevention | Present a DARE/Red Ribbon Week annually, with daily themes.   |                           |                         |  |                                 |                             |
|                                   | Principal   | 10/22/2018                | 10/27/2018              | CIS, Counselor                               | Anecdotal campus reports        | School Announcements        |

|   |   |                       |                     |  |   |  |
|---|---|-----------------------|---------------------|--|---|--|
| <b>Performance Objective 7:</b>         | <b>Gifted and Talented Program</b>  |                       |                     |  |   |  |
| <b>Need Addressed</b>                   | <b>Action Step(s)</b>   |                       |                     |  |   |  |
|   | <b>Person(s) Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b>                                 | <b>Documented</b>  |
| Gifted and Talented Program: Elementary | Identify Gifted and talented students through accepted testing and identification protocols, and provide advanced academic opportunities by G/T certified teachers through pullout classes, special projects, |                       |                     |  |   |  |
|   | Teachers; Principal; Principal  | 8/27/2018             | 5/31/2019           | Region 12, Title IIA                   | Teacher lesson plans, results of walk-through observations. | Report cards, achieving Masters Grade Level scores on STAAR. |
| Gifted and Talented Program: Elementary | Request teachers to gain G/T certification within 1 year of employment.   |                       |                     |  |   |  |
|   | Principal   | 8/27/2018             | 5/31/2019           | Region 12                              | Workshop attendance   | Educator certificate   |
| Gifted and Talented Program: All Levels | Provide training on developing different classroom strategies to provide rigorous and engaging instruction for gifted and talented students.  |                       |                     |  |   |  |
|   | Principal   | 8/27/2018             | 5/31/2019           | Region 12                              | Sign-in sheets  | Sign-in sheets   |
| <b>Need Addressed</b>                   | <b>Action Step(s)</b>   |                       |                     |  |   |  |
|   | <b>Person(s) Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b>                                 | <b>Documented</b>  |

|   |  |                       |                     |  |  |   |
|---|--|-----------------------|---------------------|--|--|---|
| Highly Qualified Teachers and Paraprofessionals | Recruit highly qualified teachers and staff by offering an attractive salary and benefits package, advertising position openings on several educational job posting sites, job fairs, and the district web site.             |                       |                     |  |  |   |
|   | Principal  | 3/1/2018              | 5/31/2019           | Region 12, TASA, district web site     | Number of visits to the job posting sites, number of completed applications. | Number of highly qualified faculty and staff hired. |
| Highly Qualified Teachers and Paraprofessionals | Provide teachers and staff with professional development opportunities to maintain highly qualified status, and improve professional capability and satisfaction. New teachers will be paired with experienced team mentors, |                       |                     |  |  |   |
|   | Principal  | 8/28/2018             | 85/31/2019          | Region 12, Title II A                  | Professional Development records.  | Retention of highly qualified faculty and staff.    |
| <b>Performance Objective 9:</b>                 | <b>Suicide Prevention</b>  |                       |                     |  |  |   |
| <b>Need Addressed</b>                           | <b>Action Step(s)</b>  |                       |                     |  |  |   |
|   | <b>Person(s) Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b>  | <b>Documented</b>                                   |



|  |   |                       |                     |  |   |                                      |
|--|---|-----------------------|---------------------|--|---|--------------------------------------|
| Provide training is suicide prevention           | Faculty and staff will receive training in preventing student suicide.  |                       |                     |  |   |                                      |
|  | Counselor   | 8/13/2018             | 9/28/2018           | Region 12                              | Training sign-in sheets                     | Training sign-in sheets              |
| <b>Performance Objective 10:</b>                 | <b>College and Post-Secondary Readiness</b>   |                       |                     |  |   |                                      |
| <b>Need Addressed</b>                            | <b>Action Step(s)</b>   |                       |                     |  |   |                                      |
|  | <b>Person(s) Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b>                 | <b>Documented</b>                    |
| College and Post-Secondary Readiness: All Levels | Create a culture of college and redefine and support post-secondary career education options in order to best serve all students.                                     |                       |                     |  |   |                                      |
|  | Teachers;<br>Principal;<br>Counselor  | 8/27/2018             | 5/31/2019           | Local funds<br>AVID                    | Graduation plans, student CTE career tracks | Masters Grade Level scores on STARR. |
| College and Post-Secondary Readiness: All Levels | Align college readiness assessments, including STAAR, TSI, PSAT, and design an intervention framework to ensure college or post-secondary readiness for all students. |                       |                     |  |   |                                      |
|  | Teachers;<br>Principal;<br>Counselor  | 8/27/2018             | 5/31/2019           | Local funds<br>AVID                    | Graduation plans, CTE career tracks         | Graduation tracker data              |

|  |  |                       |                     |  |                               |                               |
|--|--|-----------------------|---------------------|--|-------------------------------|-------------------------------|
| <b>Performance Objective 11:</b>                     | <b>Marlin Junior Academy will conduct a Comprehensive Campus Needs Assessment.</b>   |                       |                     |  |                               |                               |
| <b>Need Addressed</b>                                | <b>Action Step(s)</b>  |                       |                     |  |                               |                               |
|  | <b>Person(s) Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>     | <b>Formative Evaluation</b>   | <b>Documented</b>             |
| Comprehensive Needs Assessment                       | Examine student, teacher, school and community strengths and weaknesses using a variety data gathered from multiple sources. |                       |                     |  |                               |                               |
|  | Principal;<br>Principal;<br>Superintendent   | 6/1/2017              | 5/31/2019           | Local Funds, eduphoria,<br>Region 12, TAPR | Surveys and<br>objective data | Campus<br>Improvement<br>Plan |
| <b>Performance Objective 12:</b>                     | <b>Coordination and Responsible Use of Fiscal Resources</b>  |                       |                     |  |                               |                               |
| <b>Need Addressed</b>                                | <b>Action Step(s)</b>  |                       |                     |  |                               |                               |
|  | <b>Person(s) Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>     | <b>Formative Evaluation</b>   | <b>Documented</b>             |
| Coordination and Responsible Use of Fiscal Resources | Coordinate and integrate Federal, State and Local funds efficiently and responsibly.   |                       |                     |  |                               |                               |
|  | Principal  | 7/1/2017              | 6/30/2018           | Business manager,<br>Superintendent        | Budgets, audits               | FIRST report                  |