

Marlin Middle School
Campus Improvement Plan
2013-2014, 2014-2015

It's a GREAT DAY to be a BULLDOG!



The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.



No Child Left Behind Goals

- Objective #1: By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Objective #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Objective #3: By 2013-2014, all students will be taught by “highly qualified” teachers.
- Objective #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Objective #5: All students will graduate from high school.

MARLIN ISD VISION, MISSION, AND GOALS

MARLIN ISD MISSION

The mission of the Marlin Independent School District as a harmonious, culturally diverse educational organization, which values knowledge as key to success, shall be to create a dynamic learning environment which produces lifelong learners that are productive citizens who ethically and intellectually contribute to the betterment of society.

MARLIN ISD STATEMENT OF BELIEFS

We believe that: ...

- learning requires effort on the part of the student
- discipline is essential to creating a productive learning environment
- each student's learning is equally important
- a school system that successfully educates its students can have a positive impact on the community
- each educator is responsible for maintaining professional growth
- our schools should foster the development of positive self-esteem combined with honest self-examination and constructive criticism
- a student is the product of his/her total environment
- innovative ideas should be used in the process of educations
- every student should be challenged to be educated to the best of his/her ability
- students should have a learning environment which is clean, safe (physically and emotionally) respectful, orderly, and decent (ie. language, dress)



- we believe that quality education (ie. buildings, teachers, programs, etc.) is worth paying for
- the entire community should work cooperatively to improve morale and foster Espirit de Corps (unity of purpose, effort and spirit)
- education should enhance future employability
- the principle of accountability is mandatory
- education should include ethical training
- education should teach students how to reason and process information critically
- administrator visibility is important to the educational process

MARLIN ISD GOALS

- Marlin ISD students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.
- Marlin ISD will actively solicit and encourage increased parent and community involvement in our schools.
- Marlin ISD will provide each student a safe and secure school environment in which to learn.



MARLIN MIDDLE SCHOOL: COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2012-2013

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| Data Sources Reviewed: <ul style="list-style-type: none"> • Student enrollment history since 2001; ethnicity trends; enrollment patterns for the last 3 years; special programs enrollment and exit information; at-risk lists; student demographics; student-teacher ratios • State assessment, AEIS, and AYP data; promotion and retention data • Teacher surveys; parent interviews; staff input • Recruiting records; staff certifications; surveys; interviews with human resources staff and campus administrators • TEKS Resource System usage logs, teacher interviews about TEKS Resource System; benchmark data; state assessment data; lesson plans; teacher and administrator input related to use and impact of interventions • Sign-in sheets; comparison of sign In sheets and student achievement data; participation records for SBDM and other meetings; home language surveys • Master schedules; student schedules; duty rosters; after school program rosters and evaluations; communication logs, formal and informal • Technology equipment inventories; teacher surveys; discussions with technology department staff; walkthrough observations; professional development needs assessment results | | | |
| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
| Demographics | -stable populations with only one campus per grade span; -students who exit from SE speech services and ESL services do well -low migrant student population -buildings and teaching staff are adequate to maintain reasonable class sizes and meet class size requirements | - declining enrollment -special education enrollment is excessive -too many students not passing state standards -need to better address the needs of at-risk students in the district -ELL enrollment is increasing; need to make arrangements to better | - Processes need to be in place to address the over-identification of students in special education through effective \interventions designed to meet the needs of students through general education programs. - Administrators, counselors, teachers and CIS will together create plans to target needs of at-risk students. |



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| | | <p>serve their needs</p> <ul style="list-style-type: none"> -the adequate ratios of students to teacher do not result in appropriate student achievement levels. | <p>MMS ELAR teachers will be ESL certified by August 2013.</p> |
| Student Achievement | <ul style="list-style-type: none"> -MMS has a process for disaggregating data from state and district assessments. -MMS utilizes common assessments to track progress -Administrators are being trained to utilize walkthrough and PDAS information to address instructional concerns. -Continue to develop the comprehensive instructional professional development to assist teachers in providing classroom instruction aligned to state standards and the rigor of STAAR. | <ul style="list-style-type: none"> -Results from benchmark assessments are not appropriately utilized to drive instructional change. -MMS needs to implement the district Response to Intervention process to address student needs. -Comprehensive instructional professional development is needed to assist teachers in providing classroom instruction aligned to state standards and the rigor of STAAR. -Previous interventions did not meet the academic needs of students. -ELAR and mathematics tests have shown little growth and are not at a level that would keep up with rising state standards. -Current interventions are not yet adequate to meet the academic needs of students. - Administrators do not adequately utilize walkthrough and PDAS information to address instructional concerns. | <ul style="list-style-type: none"> -MMS needs to continue to implement the current strong, focused Rtl program to address the learning of students. -MMS administrators and teachers will meet on a regular basis in teams to examine the student data and set goals. |
| School Culture and Climate | <ul style="list-style-type: none"> -Facilities are in good shape. -Nucleus of teachers/staff is strong -Campus is safe. -Teachers and students work well | <ul style="list-style-type: none"> -Bullying is being addressed in all incidents. -Expectations of all staff at MMS needs to be increased | <ul style="list-style-type: none"> -PBIS training, implementation and evaluation is on-going. -Build systematic discipline procedures with teacher input. |



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| | <p>together.</p> <ul style="list-style-type: none"> -Administrators are providing support to staff - Have an AP for Instruction | <ul style="list-style-type: none"> -Home life of students sometimes seems overpowering | <ul style="list-style-type: none"> -Foster teambuilding within campus staff. -Increase effective/open communication at campus level. -Increase the number of school programs not tied to athletics. |
| Staff Quality/ Professional Development | <ul style="list-style-type: none"> -All teachers and instructional aides meet highly qualified requirements. -The district has an active recruitment program utilizing job fairs and web-based tools which MMS is involved in. -Professional development has been implemented for classroom and instructional needs. | <ul style="list-style-type: none"> -All teachers are fully certified -Professional development has been implemented for classroom and instructional needs. -PDAS and walkthroughs are not used effectively to improve classroom instruction. | <ul style="list-style-type: none"> -The district needs a process for interviewing and hiring staff as early as possible for the next school year. -New teachers have a strong mentor program to assist them with the challenge of first year teaching. |
| Curriculum, Instruction, Assessment | <ul style="list-style-type: none"> -MMS utilizes the TEKS Resource System curriculum. -A six week common assessment process is in place with Assistant Principal for Instruction in charge of implementation. - For additional class time, 100% of the students have a second math class & 65% of students take a reading remediation class. Every student is in a thirty minute reading group after lunch. | <ul style="list-style-type: none"> -Common assessment results were not effectively used to make instructional decisions. -The majority of teachers have not provided differentiated instruction to students based on their learning needs. -Large gaps exist between perceptions of instructional effectiveness and assessment results. -Teacher conversations about common assessment results did not include self-reflection regarding instruction. - Differentiation is not commonly implemented in classroom instruction. -Teachers need a better understanding of the TEKS Resource | <ul style="list-style-type: none"> - MMS teachers need consistent and focused professional development designed to provide instructional strategies and knowledge that will positively impact student achievement and that are aligned with the rigor that will be tested through STAAR. -MMS teachers are working with the Assistant Principal for Instruction in the utilization of TEKS Resource System as the non-negotiable curriculum for the district so that it is utilized with fidelity. - Common assessment processes need to be reviewed to ensure that results are accurate and are used to drive instruction and interventions. -There is a need for continued emphasis on the effective use of TEKS Resource System for all staff. |



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| | | System curriculum and its ties to appropriate instruction. | |
| Family and Community Involvement | <ul style="list-style-type: none"> -Campus has site-based decision-making committees. -Parents of students who are doing well academically seem to be engaged with the schools. -Notices and information are provided in Spanish as well as English. -Community businesses donate school supplies for students in the schools. | <ul style="list-style-type: none"> -Participation by parents and community is an area of need -There is a need for increased school engagement with parents of students who are struggling academically. -There are currently limited ways to meet student needs through the general education curriculum and programs. -Community perceptions of the schools need to improve. | <ul style="list-style-type: none"> -MMS will engage parents and community members in more meaningful involvement in the schools through volunteer opportunities and programs. -MMS will provide parents with information on ways to support their children in school, on the new STAAR assessment, and the need for higher expectations for all students through programs, newsletters and our school website. - Positive news and successes of MMS students will be published in school newsletters, Marlin newspaper and on the school website. |
| School Context and Organization | <ul style="list-style-type: none"> -Student attendance at MMS campus is good. -All staff have a voice in decision-making. - TEKS Resource System curriculum is in place. | <ul style="list-style-type: none"> -Tardies are an issue at MMS campus -There is not enough active involvement of parents, businesses, and community with the schools. | <ul style="list-style-type: none"> -There is a need for more involvement and communication from and with parents, business and community members. -Staff need a better understanding of the educational process and the need for extremely high expectations for students and staff in order to ensure improved student achievement. |
| Technology | <ul style="list-style-type: none"> -Marlin ISD has a comprehensive network with internet access at MMS -All core teachers in MMS have a laptop and elective teachers also have PC's available to them. -Initial professional development has been provided in the use of | <ul style="list-style-type: none"> -Coaching and follow-up in the classroom is necessary after professional development sessions. -Additional professional development sessions are needed that are tailored to both content and the use of technology. | <ul style="list-style-type: none"> -Additional technology in the form of smart boards is needed for teachers at MMS. -Additional professional development is needed to help teachers understand how to use technology within their specific content areas; how to find appropriate online resources for their content area; how to help students better utilize technology within |



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| | technology. -Many teachers see technology as a useful instructional tool. All students have access to I Station & Think Through Math | | their content area. |
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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

In Marlin ISD, State Compensatory Education Funds are used to support Title 1 Initiatives.



State of Texas Student At-Risk Eligibility Criteria:

A student under 12 years of age and who:

1. Is in prekindergarten—grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or a parent.
6. Has been placed in a DAEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. I currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, bee referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 A: Implement Response to Intervention to meet the learning needs of students through general education.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|----------------------------------|-------------------------------|--|---|--|---|
| 1. Continue to implement a systemic RtI program that includes universal screeners, intervention strategies and progress monitoring. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Principal Assistant Principal for Instruction Librarian | Renaissance Learning System; | August 2013 through 2015 | Beginning of year universal screener administered in September 2013; calendar established for MOY and EOY | Students receive effective and appropriate interventions at the appropriate tier. | Improved performance on common assessments, report card grades; state assessments | 9 |
| 2. Analyze the existing operational guidelines and timelines for successful RtI implementation at MMS campus, including documentation forms, timelines, and procedural flowcharts. Implement with fidelity. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Principal Counselor Assistant Principal for Instruction | Training documents, sample forms | August 2013 through June 2015 | Campuses access and utilize RtI forms with fidelity to determine appropriate interventions and track student progress. | Student interventions are effective and lead to increased academic achievement/ improved behavior | Improved performance on common assessments, report card grades; state assessments. | 9 |
| 3. Continue to expand intervention opportunities before and after school. An intervention math class for all students. Currently there | Principal Assistant Principal for Instruction Teachers | Instructional materials | August 2013 through May 2015 | Individual student placement, attendance rolls, student specific data | Fewer failures, scores increase, increased achievement of struggling learners | Improved performance on common assessments, report card | 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 A: Implement Response to Intervention to meet the learning needs of students through general education.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|--------------------------|---|--|--|---|
| <p>are thirty minute reading intervention after lunch for all students. Sixty-five percent of all students have a reading intervention class.</p> <p>NEED 1, NEED 2, NEED 3, NEED 4</p> | | | | | in the areas of reading and math. | grades; state assessments | |
| <p>4. Continually train instructional staff in the use of the Eduphoria system to provide timely analysis of student data and track student progress on state and local assessments as well as student involvement in RtI, B/ESL, dyslexia, and Section 504.</p> <p>NEED 1, NEED 2, NEED 3, NEED 4</p> | Director of Curriculum Assistant Principal for Instruction | Eduphoria web-based program, purchased through Region 12 ESC, | August 2013 through 2015 | Assistant Principal for Instruction and teachers are proficient in using Eduphoria to access student progress information in a timely manner. | Teachers are able to intervene with students who are struggling in a timely manner to avoid learning gaps. | Improved performance on common assessments, report card grades, state assessments. | 9 |
| <p>5. Train all staff in disaggregating data for state testing.</p> | Director of Curriculum Principal | Region 12 ESC, Lead 4 Ward Documents, | August 2013 through 2015 | Assistant Principal for Instruction and | Teachers are able to analyze the skills needed | Improved performance on | 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 A: Implement Response to Intervention to meet the learning needs of students through general education.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|--|---------------------------------|--|--|--|---|
| NEED 1, NEED 2, NEED 3, NEED 4 | Assistant Principal for Instruction | Eduphoria | | teachers are proficient in using student data information | for student improvement | assessments, report card grades and state assessments | |
| 6. Provide summer extended learning opportunities for students at-risk for school failure with particular attention to required SSI and IPI summer programming. NEED 1, NEED 2, NEED 3, NEED 4 | Principal, Assistant Principal for Instruction Teachers | Teachers, supplemental materials Federal Funds | June through July 2014 and 2015 | Students are provided extended learning time and additional interventions. | Teachers are able to intervene with students who are struggling in a timely manner to avoid learning gaps. | Improved performance on common assessments, report card grades, state assessments. | 9 |



Goal 1 Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 B: Implement an effective inclusion program designed to build the academic success of students with disabilities in the general education classroom.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I School wide Components (Code by #) |
|--|---|-------------------------------|--|---|--|--|--|
| 1. Continue to provide training to campus staff on inclusion best practices, accommodations and modifications. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Special Ed Instructors Assistant Principal for Instruction | Reg. 12 ESC; Federal Funds | August, 2013 through 2015 | Inclusion teachers work effectively with general classroom teachers to meet the needs of students with disabilities | Students with disabilities perform well on classroom work, common assessments, and state assessments. | Students with Disabilities perform as well on state assessments as general education students | 2 |
| 2. Continue to provide follow-up coaching to inclusion and general education teachers on effective co-teaching in the general education classroom. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Special Ed Instructors | Reg. 12 ESC; Federal Funds | September 2013 through June 2015 | Teacher Planning Documents reflect team planning Gen Ed and Sp Ed teachers | Students with disabilities perform well on classroom work, common assessments and state assessments | Students with disabilities perform as well on state assessments as general education students | 2 |



Goal 1 Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 B: Implement an effective inclusion program designed to build the academic success of students with disabilities in the general education classroom.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I School wide Components (Code by #) |
|--|--|---|--------------------------|--|---|---|--|
| 3. Continue to provide yearly training on ARD decision-making with regard to state assessment decisions, allowable accommodations and justification for modifications to all staff. | Interventions Coordinator Principals | FEC staff resources and TEA assessment resources Region 12 ESC | August 2013 through 2015 | Assessment decision-making is made according to state criteria. | Students with disabilities perform well on classroom work, common assessments, and state assessments. | Students with Disabilities perform as well on state assessments as general education students | 2, 4, 8 |
| 4. Provide yearly training on Least Restrictive Environment to all administrative staff members. Training includes: ARD facilitation, assessment decision-making and ARD documentation. | Interventions Coordinator, Principals, | Region 12 TEA staff | August 2013 through 2015 | ARD decisions and documentation follow state criteria and all laws governing Special Education | Students will be in LRE, assessment decisions follow legal requirements | Increased achievement for students with disabilities, Report results of changes in LRE | 2, 4, 8 |
| 5. Continue to implement the ARD input process, IEP receipt process, and IEP services documentation systems at all levels and revise as needed. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Interventions Coordinator Principals Special Education Teachers | Region 12 State documents Current Annual ARD Timeline | August 2013 through 2015 | All steps are being followed in the Initial and Annual ARD Timeline, IEPs aligned with state standards | ARD documents are prepared in a timely manner and of high quality | ARD documents follow the timeline, general education teachers have all documents for classroom implementation | 2,8 |



Goal 1 Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 B: Implement an effective inclusion program designed to build the academic success of students with disabilities in the general education classroom.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I School wide Components (Code by #) |
|--|---|--|--------------------------|--|-------------------------------------|---|--|
| 6. Continue to develop and implement customized transition services for all students with disabilities ages 14 and above. <i>NEED 4</i> | Interventions Coordinator Principals Special Education Teachers | Region 12 State documents Current Annual ARD Timeline | August 2013 through 2015 | Transition Plan in student ARD documentation | Current review and updating of plan | Conferences with students, teachers, and parents | 2,8 |
| 7. Continue to review the educational needs of students with disabilities through the ARD committee and evaluation process. <i>NEED 4</i> | Superintendent Interventions Coordinator Principals Special Education Teachers | State/Federal guidelines Region 12 | August 2013 through 2015 | Instruction aligns with student needs. | Student progression in achievement | Report results of changes in LRE and Sp Ed dismissals to the agency on a quarterly basis. | 2,8 |



Goal 1 Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 C: Implement the Fundamental Five instructional processes in all classrooms to enhance student learning through effective, research-based instructional practices.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---|----------------------------------|---|--|---|---|
| 1. Monitor implementation of the Fundamental Five through walkthroughs and PDAS observations. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Principal Assistant Principal for Instruction | Staff time; technology equipment, technology fund | September 2013 through June 2015 | Walkthroughs documentation, PDAS documentation; documentation of grade level meetings to discuss walkthrough findings | Student engagement level is higher and common assessment results are improved. | Student performance on STAAR is increased due to improved instruction in the classroom. | 2 |
| 2. Provide coaching and modeling to teachers to assist in the consistent implementation of Fundamental Five instructional strategies. These Fundamental Five instructional strategies include differentiated and sheltered instruction facets. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Principal Assistant Principal for Instruction | Instructional Specialists, Federal Funding | September 2013 through June 2015 | Walkthroughs indicate increased effective use of the Fundamental Five instructional strategies | Student engagement level is higher and common assessment results are improved. | Student performance on STAAR is increased due to improved instruction in the classroom. | 4 |



Goal 1 Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1D: Implement TEKS Resource System consistently in all core content classrooms.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---|-------------------------------|--|--|--|---|
| 1. Continue training core content teachers at MMS utilize TEKS Resource System components (Year-at-a Glance, Instructional Focus Documents, and Vertical Alignment Documents) consistently to ensure implementation of state standards. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | TEKS Resource System curriculum, Reg. 12 | August 2013 through June 2015 | Lesson plans align with TEKS Resource System YAG, IFD, and VAD documents | Students receive rigorous instruction on appropriate content as documented through lesson plans and walkthroughs | Students perform at high levels on common assessments and state assessments | 2 |
| 2. Utilize curriculum documents for all classes that do not have TEKS Resource System curriculum available to ensure that the state standards are addressed appropriately in these classes. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | TEKS, Assistant Principal for Instruction | August 2013 through June 2015 | YAG documents are developed and available to review | Lesson plans show use of these documents to guide instruction in the TEKS for each course. | Students receive quality instruction in the TEKS for non- TEKS Resource System classes | 2 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1D: Implement TEKS Resource System consistently in all core content classrooms.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|-----------------------|---|--|--|---|
| 3. Conduct an analysis of lesson plans across the district and consider how to provide standardized plans that include requirements of TEKS Resource System, Fundamental Five and accommodations/modification. NEED 1, NEED 2, NEED 3, NEED 4 | Director of Curriculum, Principals, Assistant Principal for Instruction | TEKS Resource System Fundamental Five Region 12 | May 2013 through 2015 | Standardization of lesson plans to include district systems | District-wide processes of non-negotiable implementation | Consistency across the district, consistent accountability | |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end of course assessments.

Objective 1 E: Utilize data on TAKS performance to identify underlying factors that influence failure.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---|-------------------------------------|--|---|--|---|
| 1. Utilize yearly and longitudinal STAAR data, and at-risk data to identify students who are at risk of not becoming successful. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Teachers | STAAR reports, at risk data, other assessment data | September 2013 through 2015 | Meeting minutes, at-risk lists | Campus has identified students who will need PGPs to assist in monitoring interventions. | Students who are at risk of failing are identified early and interventions are determined. | 8 |
| 2. Develop Personal Graduation Plans for all students above third grade who do not currently have a PGP in place. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Teachers Counselor | Eduphoria, Federal Funding; PGP plans through Eduphoria | September 2013 through October 2015 | PGPs in place for all students named in strategy | Campuses have identified students who will need PGPs to assist in monitoring interventions. | Students who are at risk of failing are identified early and interventions are determined. | 2,8 |
| 3. PGPs are monitored and updated each semester to ensure that students are receiving needed services and are on track for success. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Teachers Counselor | Eduphoria, PGP plans | August 2013 through 2015 | Notes reflecting updated status/needs are present on PGP forms | Campuses have identified students who will need PGPs to assist in monitoring interventions. | Students who are at risk of failing are identified early and interventions are determined. | 2,8 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end of course assessments.

Objective 1 E: Utilize data on TAKS performance to identify underlying factors that influence failure.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---------------------------|--|---|--|--|---|
| 4. Develop and implement Student Success Initiatives procedures that include all mandated requirements, including but not limited to, accelerated instruction plans, intensive program of instruction plans, and appropriate use of Grade Placement Committees. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Superintendent Principals | TEA documents | August 2012 continually updated through 2014 | All required documents are completed and programs implemented for students impacted by SSI. | Students meet all state and local promotion requirements, and attend interventions as scheduled by the GPC | Spot checks throughout the year indicate that procedures are being followed and individual student plans are in place as needed. | |
| 5. All required summer programming is carried out as mandated, including SSI and BE/ESL. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Principals | Funding Program documents | June-July 2012 June-July 2013 June-July 2014 | Summer programs meet requirements | Student learning is increased | Student achievement is increased. | |
| 6. Analyze the methods by which walk-through data and instructional trends are shared with staff to increase the effectiveness of instruction. <i>NEED 1, NEED 2, NEED 3, NEED 4</i> | Director of Curriculum Principals APs for Instruction | Walkthrough data | May 2013 through 2014 | Increased number of completed walkthroughs | Increased rigor and alignment in classroom instruction | Increased student achievement, reading ability and math skills are on grade level | 8 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end of course assessments.

Objective 1 E: Utilize data on TAKS performance to identify underlying factors that influence failure.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|--------------------------|--|--|---|--|
| 7. Evaluate the vetting process for development of benchmark assessments to increase teacher collaboration and input. | Director of Curriculum Principals APs for Instruction Teachers | State released items, vetting process | May 2013 through 2014 | Steps in the vetting process, teacher input forms | Increased instructional rigor | Increased student achievement, reading ability and math skills are on grade level | 3 |
| 8. Monitor teacher grades and alignment with benchmark assessments in order to increase instructional alignment between curriculum, assessment, and instruction. NEED 1, NEED 2, NEED 3, NEED 4 | Director of Curriculum Principals Assistant Principals | Assessment data, student grades, curriculum | August 2013 through 2015 | Teacher meetings to discuss data and relationship to assessment data | Alignment between instruction and assessment, instructional rigor increase | Grades reflect assessment scores | 3 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 F: Develop and implement bilingual education and English as a Second Language programs that support English language learners in the general education setting.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|----------------------------------|--|--|--|---|
| 1. Employ certified ESL teachers in all grades to meet the needs of ELL students. NEED 2, NEED 3, NEED 4 | Principals | General Education Funding | June 2013 through 2015 | Employments contracts | ELL students in 6 th -8 th grades are receiving services by an ESL certified teacher, Increase ESL certified teachers at each grade. | ELL students have improved acquisition of English | 3,5 |
| 2. Provide professional development in sheltered instruction to all teachers at the middle school level. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Pearson; ESC 12 | General Education and Bilingual funding | September 2013 through June 2015 | Sign-in sheets, walkthrough data; instructional planning docs. | ELL students exhibit increased achievement on TELPAS and common assessments | ELL students exit the B/ESL program at an earlier grade with advanced high English skills. | 4 |
| 3. Provide appropriate materials to classroom teachers to assist them in implementing the ELPS for ELL learners. NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Pearson ESC 12 | Instructional Materials allotment | September 2013 through June 2015 | Instructional planning documents; walkthrough data | ELL students exhibit increased achievement as measured by tests and grades | ELL students exit the B/ESL program at an earlier grade with advanced high English skills. | 2 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 F: Develop and implement bilingual education and English as a Second Language programs that support English language learners in the general education setting.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|--|---------------------------------|---|--|--|---|
| 4. Provide training in strategies effective with middle school ELLs to ESL teacher. | Assistant Principal for Instruction, B/ESL Coordinator | ESL Staff, Region 4 ELL Symposium, Region 12 ESC | August 2013 through August 2015 | Instructional planning documents | MMS ELLs have higher grades and English skills | MMS students exit at advanced high levels. | 2, 4 |
| 5. Develop and implement the district-wide accommodation plan to align all campuses and increase collaboration with staff and improve transition of ELLs from campus to campus. NEED 2, NEED 3, NEED 4 | Director of Curriculum B/ESL Staff Principals | Region 12 staff Title III Staff at TEA | May 2013 through 2014 | Campus-wide accelerated instruction plan in plan. | Consistent documentation of accelerated instruction. | Continuity between all campuses on accelerated instruction for ELL students. | 2,9,10 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 G: Continue implementation of the special education legal requirements, best practices and continuous improvement plan.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|---|------------------------------------|--|--|--|---|
| 1. Coordinate with the campus In School Suspension and the FE Coop to ensure that all special education programs (IEPs, BIPs, etc.) are implemented in a manner that best meets the needs of students with disabilities in the least restrictive environment. NEED 4 | Principal Assistant Principal for Instruction Director of Special Education Interventions Coordinator | Conservators ESC Region 12 | September 2013 through August 2015 | Students with disabilities are educated to the maximum extent possible in the general education classroom with necessary special education supports. | Students with disabilities exhibit higher achievement as documented through report card grades and assessment results. | Students with disabilities perform at a level commensurate with the state on state mandated assessments. | 9 |
| 2. State assessment decision-making is supported through training and the use of the state decision-making matrix. NEED 4 | Principal Assistant Principal for Instruction Counselor Interventions Coordinator | ARD decision-making manual; tracking system through Sp Ed manager | October 2013 through 2015 | Random folder samples indicate processes were followed and assessment decisions are appropriate | Students with disabilities are participating in the general state assessments at a higher rate. | Students with disabilities perform at a level commensurate with the state on state mandated assessments | 4, 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 G: Continue implementation of the special education legal requirements, best practices and continuous improvement plan.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---|-------------------------------|--|---|--|---|
| 3. Continue to monitor the discipline of students with disabilities weekly (both discretionary and mandatory placements); determine need for ARDs due to change in placement and to identify any training that may be needed to address inappropriate disciplinary actions. NEED 4 | Principal Superintendent Director of Special Education Interventions Coordinator | SEAS reports; data meetings; ESC Region 12 training | August 2013 through June 2015 | Data meetings and folder reviews indicate SpEd discipline is appropriately documented. | Students with disabilities are disciplined in a manner and a rate commensurate with non-disabled peers. | PBMAS ratings reflect no concerns with SpEd discipline. | 4 |
| 4. Continue to monitor the development of functional behavior assessments and behavioral intervention plans for students with emotional and behavioral disabilities to ensure they are prescriptive and customized to address the individual needs of students. NEED 4 | Principals Interventions Coordinator Special Education Teachers | Functional Behavior Assessments documentation, Behavioral Intervention Plans, | May 2013 through 2014 | Parent contact logs, Classroom documentation of increased and decreased behaviors | Fewer discipline referrals, Appropriate social and academic behaviors, | Progress reports, Grades, ARD documentation Teacher input | 9 |



Goal 1: Marlin ISD students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 G: Continue implementation of the special education legal requirements, best practices and continuous improvement plan.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|-----------|-----------------------|--|--|---|---|
| 5. Conduct a program review of all life skills and inclusion programs to include: community-based instruction, alignment of student transition goals with opportunities for participation in avenues with non-disabled peers. NEED 4 | Superintendent Interventions Coordinator Principals Special Education Teachers | Region 12 | May 2013 through 2014 | Documentation of program review, program change recommendations, class schedules of students, community-based activities | Classroom instruction is aligned to student goals, Students learning new skills, increased involvement in the community. | Instruction aligned with state standards and transition goals, increased participation in elective courses. | 2 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 H: Embed the appropriate use of instructional technology into daily classroom instruction to increase student engagement and learning.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|-------------------------------|---|--|--|---|
| 1. Provide just-in-time training to classroom teachers on the appropriate use of technology to enhance the quality of instruction. NEED 1, NEED 2, NEED 3, NEED 4 | Technology Coordinator Instructional Specialists | Technology: computers, document cameras, smart boards | August 2013 through June 2015 | Use of technology by teachers and students documented through walkthroughs and lesson plans | Students exhibit a higher level of engagement in the learning. | Increased student achievement on common assessments and state assessments. | 4 |
| 2. Identify possible grant opportunities (and apply) to increase available technology on all campuses. | Technology Coordinator Principal | Information related to grant opportunities; networking with ESC 12 and other entities to identify grant opportunities | August 2013 through May 2015 | More technology is available to classrooms as a result of grant awards. | Students exhibit a higher level of engagement in the learning. | Increased student achievement on common assessments and state assessments. | 10 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 I: Implement a just-in-time instructional support program that utilizes coaching, model teaching and walkthroughs at all levels.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---|------------------------------|--|---|--|---|
| 1. Provide training to Assistant Principal for Instruction designed to build their coaching skills. | ESC Reg. 12 | Lead Your School; ESC 12 training | August 2013 through May 2015 | to Assistant Principal for Instruction coach teachers in new, more effective teaching strategies | Instruction is improved as documented through walkthroughs and PDAS observations. | Students receive high quality instruction that leads to increased achievement. | 4 |
| 2. Provide opportunities for to Assistant Principal for Instruction and teachers to plan together for high quality instruction. | Principal Assistant Principal for Instruction | Team & departmental meetings time before and after school | August 2013 through May 2015 | to Assistant Principal for Instruction help teachers to develop more effective lesson plans that lead to more effective instruction. | Instruction is improved as documented through walkthroughs and PDAS observations. | Students receive high quality instruction that leads to increased achievement. | 2, 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 I: Implement a just-in-time instructional support program that utilizes coaching, model teaching and walkthroughs at all levels.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|------------------------------|---|---|--|---|
| 3. Continue grade level/subject teacher meetings focusing on APs for Instruction and teachers planning high quality integrated lessons, differentiated instruction, and data driven instruction that includes SpEd, and B/ESL staff. NEED 1, NEED 2, NEED 3, NEED 4 | Principals APs for Instruction Teachers | Common planning periods; time before and after school | August 2012 through May 2014 | ISs help teachers to develop more effective lesson plans that lead to more effective instruction, lesson integration between elective and core teachers | Instruction is improved as documented through walkthroughs and PDAS observations. | Students receive high quality instruction that leads to increased achievement across core and elective courses | 2, 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 J: Provide intensive and ongoing professional development for teachers and administrators that leads to increased student achievement as measured by STAAR.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|---|----------------------------------|--|---|--|---|
| 1. Continue to provide RtI training to all teachers to become better able to meet the needs of all students in the general education setting. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | Renaissance Learning; ESC 12 SSI funds; Federal Funds | August 2013 through October 2015 | All components of the Renaissance RtI system are in use at MMS campus. Documentation of interventions. | Students receive timely and effective interventions when learning needs are identified. | Fewer referrals to special education; increased student achievement on common and state assessments | 4, 9 |
| 2. Continue to provide Fundamental Five instructional training to all teachers to assist them in providing strong, highly effective instruction. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | Lead Your School Federal Funds | August 2013 through January 2015 | Fundamental Five are implemented in all classrooms in the district. | Students receive effective high quality instruction in all areas. | Fewer referrals to special education; increased student achievement on common and state assessments. | 2, 4, 9 |
| 3. Continue to provide training to teachers on the effective use of an inclusion model (inclusion strategies and differentiation instruction) to meet the | Principal Assistant Principal for Instruction | ESC 12 | September 2013 through 2015 | Students with disabilities have their learning needs met in the general | Students are successful academically in the general education | More students with disabilities participate in and are successful on | 2, 4, 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 J: Provide intensive and ongoing professional development for teachers and administrators that leads to increased student achievement as measured by STAAR.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|-------------------------|----------------------------------|---|--|--|---|
| learning needs of students with and without disabilities in general education settings. NEED 1, NEED 2, NEED 3, NEED 4 | | | | education classroom to the greatest extent possible. | classroom | general common and state assessments | |
| 4. Provide training for teachers from ESC 12 on increasing the rigor of instruction to meet the requirements of STAAR grade level. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | ESC 12 Federal Funds | August 2013 through June 2015 | Walkthrough observers see high quality rigorous instruction being delivered in all classrooms | Students are successful at high levels, comparable to the levels of rigor expected to be assessed through STAAR. | Increased student achievement on common and state assessments. | 2, 4, 9 |
| 5. Implement the use of personal professional development plans as a means to helping teachers identify areas of professional growth. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | PDPs, samples | September 2013 through June 2015 | Teachers have quality professional development plans | Teachers become stronger instructionally. | Instruction leads to higher achievement by all students. | 4 |
| 6. Administrators will become proficient in the accurate use of PDAS to improve classroom instruction. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction | ESC 12 Federal Funds | October 2013-2015 | Principals utilize PDAS to accurately assess teacher proficiency and | PDAS data is utilized to help teachers improve instruction. | Instruction leads to higher achievement by all students. | 3 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 J: Provide intensive and ongoing professional development for teachers and administrators that leads to increased student achievement as measured by STAAR.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|--|-----------------------------------|--|--|--|---|
| | | | | determine assistance as needed | | | |
| 7. Provide teachers with training, including, but not limited to sheltered instruction and differentiated instruction, designed to address the needs of ELL learners and other learners who would benefit from instruction in academic vocabulary and language. NEED 1, NEED 2, NEED 3, NEED 4 | Director of Curriculum Assistant Principal for Instruction B/ESL Coordinator | ESC 12 Pearson Federal Funds | October 2013 through January 2015 | Instruction for these groups of students is more effective | Vocabulary and language of students improves | Students exhibit higher levels of achievement as demonstrated by assessments and grades. | 2, 4, 9 |
| 8. Teachers receive training in the effective use of instructional technology. | Director of Curriculum Technology Coordinator Assistant Principal for Instruction | Training modules Just in Time training and modeling | August 2013 through June 2015 | Walkthroughs document increased use of technology | Increased student engagement | Increased student achievement. | 2, 4, 9 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 J: Provide intensive and ongoing professional development for teachers and administrators that leads to increased student achievement as measured by STAAR.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|--|--------------------------|---|---|--|---|
| 9. LPAC representatives receive training in the purpose and function of the LPAC as a means to ensuring appropriate services to ELL students. NEED 1, NEED 2, NEED 3 | Director of Curriculum B/ESL Teachers | ESC training; LPAC manual | August 2012 through 2014 | Review of LPAC documents for compliance with requirements | Improved programming for ELL students | Increased student achievement. | |
| 10. Provide training to all staff in cultural responsiveness and research-based strategies related to instruction of students from various backgrounds. NEED 1, NEED 2, NEED 3, NEED 4 | Director of Curriculum | Damen Lopez with No Excuses University | August 2013 through 2014 | Sign-in sheets Agenda handouts | Walkthroughs Discipline implementation Differentiated instruction | Change in teacher/administrative practices | |



Goal 1: Marlin ISD students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 K: Provide representatives for a committee to identify means to improve recruitment, teacher morale, and retention in the district.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|-----------------------------------|----------------------|-------------------------------|--|---|---|---|
| 1. Provide representatives for a district committee to meet periodically to brainstorm ideas for improving recruitment of highly qualified, highly effective teachers, improving teacher/staff morale, and improving teacher retention in the district. | Superintendent | Staff Committee time | October 2013 through 2015 | Committee minutes and reports; agendas; sign-in sheets | Teachers and staff report that morale and commitment is improved. | Retention rate is improving. | 3, 5 |
| 2. Continue stipends for teachers who work in critical need areas, such as math, science and special education. | Superintendent, Business Manager, | Federal Funds | August 2013 through July 2015 | Stipend lists maintained in HR and business offices. | Positions for teachers in critical need areas are filled. | Students receive instruction from highly qualified, certified teachers. | 3, 5 |
| 3. Provide campus mentors to teachers new to teaching and new to Marlin ISD. | Superintendent Principals | Federal Funds | August 2013 through July 2015 | Mentor lists and documentation forms. | New teachers report that they received needed support. | Students receive instruction from highly qualified, certified teachers. | 3,5 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 L: Review the current services provided to gifted and talented students, including the identification process and, if necessary, develop a three year improvement plan designed to enhance services and programs offered.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|------------|-----------------------------|--|---|--|---|
| 1. Review current program offerings for identified G/T students at each campus. | Principal Assistant Principal for Instruction Counselor | Staff time | August 2013 through 2015 | Formal descriptions of current program are developed for each campus | Campus administrators and teachers are aware of what is currently available | Students identified as G/T receive more consistent services | |
| 2. Review state plan for gifted education and compare current offerings against those standards. | Principal Assistant Principal for Instruction Counselor | Staff time | August 2013 through 2015 | A chart detailing deficiencies in the current program is developed | Campus administrators and teachers are knowledgeable of state requirements for gifted education | Students identified as G/T receive more consistent services | |
| 3. If needed, a three year plan for implementing a G/T program plan that meets the highest levels outlined in the state plan is developed. | Principal Assistant Principal for Instruction Counselor | Staff time | August 2013 through 2015 | A plan is developed | Campus administrators and teachers are knowledgeable of the new district plan for gifted education. | Students identified as G/T receive high quality services designed to meet their G/T needs. | 4 |



Goal 1: Marlin Middle School students will meet or exceed state performance on all STAAR grade level and end-of-course assessments.

Objective 1 M: Provide campus clubs and organizations for student involvement and leadership development

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|------------------------------------|------------|---------------------------------|---|--|--|---|
| 1. Develop and implement organizations will give students leadership skills. | Principal Teachers Counselor | Staff time | September 2013 through May 2015 | meeting agendas and sign-in sheets | Students complete surveys documenting interests in organizations | Student interest is documented. Increased number of students in organizations. | |
| 2. Create a positive school climate created through student leadership. | Principal Teachers Counselor | Staff time | September 2013 through May 2015 | Log sheets, sign-in sheets and discussion notes from meetings | Student organizations create positive atmosphere | Student documentation | |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2A: Develop and present a series of parent meetings and workshops to assist parents in working with and supporting their students and their schools.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|---|-----------------------------|---|---|--|---|
| 1. Plan and present a fall parent workshop for all campus parents that allows them to meet teachers, pick up report cards and attend informational meetings including, but not limited to, topics of Title 1 programming, STAAR assessments. | Principal Assistant Principal for Instruction Counselor Teachers | Staff time Presentations Food for those in attendance Federal Funds | September 2012 through 2014 | Parent sign-in sheets; parent surveys returned; Parent volunteer sheets returned | Parents of at least 100 MMS students attend the fall workshop | Parents report that they are better informed about STAAR and other school topics | 6 |
| 2. Plan and present a winter workshop for all campus parents that provides them opportunities to talk with teachers, attend training sessions, and pick up report cards. | Principal Assistant Principal for Instruction Counselor Teachers | Staff time Presentations Food for those in attendance Federal Funds | January 2013 through 2014 | Parent sign-in sheets; Parent volunteer sheets returned | Parents of at least 125 MMS students attend the winter workshop | Parents report that they are better informed and engaged in school activities | 6 |
| 3. Plan and present a spring workshop for all campus parents that provides them opportunities to talk with teachers, attend training sessions. Students whose parents attend will receive a free book for their own library. | Principal Assistant Principal for Instruction Counselor Teachers | Staff time Presentations Food for those in attendance Books for students whose parents attend Federal Funds | May 2013 through 2014 | Parent sign-in sheets; Parent volunteer sheets returned; End of year parent surveys | Parents of at least 150 MMS students attend the spring workshop | Parents report that they are better informed and engaged in school activities. | 6 |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2A: Develop and present a series of parent meetings and workshops to assist parents in working with and supporting their students and their schools.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|-----------------------------|--------------------------|--|---|--------------------------------|---|
| 4. Coordinate book fairs to coincide with an Open House | Principal Assistant Principal for Instruction Counselor Librarian Teachers | Staff time Federal Funds | August 3013 through 2015 | Parent sign-in sheets: Parent volunteer sheets | Parents of at least 100 students attend the book fair | Increased parental involvement | 6 |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 B: Set a schedule for ongoing parent conferences that are designed to build positive relationships between families and the schools.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|------------|-----------------------------|----------------------------|---|---|---|
| 1. Coordinate parent conferences at least four times per year to provide parents with information related to their students' progress and preparation for STAAR and other assessments. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Counselor Teachers | Staff time | September 2013 through 2015 | Conference logs | Parents attend conferences and report more positive relationships with the school | Conference logs; end of year parent survey | 6 |
| 2. Coordinate conferences with parents during school day to inform parents about student grades and behavior. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Counselor Tachers | Staff Time | September 2013- May 2015 | Conference logs | Parents attend conferences and report more positive relationships with the school | Conference log: surveys throughout the year | 6 |
| 3. Conduct fall and spring informational meetings with parents to include a survey/evaluation of the current special education program. NEED 1, NEED 2, NEED 3, NEED 4 | Principal Assistant Principal for Instruction Counselor Teachers PIEMS | Staff Time | September 2013-May 2015 | Contact logs | Parents will monitor child's progress in and contact parents as needed | Contact logs | 6 |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 C: Develop a plan to solicit community involvement in the schools through volunteer programs and sponsorship ideas.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---------------------------------|---------------------------------|--|---|--|--|
| 1. Utilize the Campus Improvement Committee to generate ideas for volunteer programs and sponsorship ideas. | Principal Assistant Principal for Instruction Counselor Teachers | Staff and committee member time | September 2013 through May 2015 | Minutes reflect summary of ideas generated | Ideas are shared with campus principals | Three ideas each for volunteer activities and sponsorship activities are selected for planning | 1, 6, 9 |
| 2. Develop continuous approaches to assure open communication between school and home. | Principal Assistant Principal for Instruction Counselor Teachers | Staff time | September 2013 through May 2015 | Parent sign-in, parent volunteer, parent surveys | Communication between school and home | Newsletters, marquees, progress reports, report cards, surveys | 1, 6, 9 |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 D: Support parents and community in the organization and development of a Parent/Teacher/Student Association.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|------------|----------------------------------|------------------------------|--|--|---|
| 1. Campus facilities are available for use by the PTSA for their meetings and activities. | Principal Assistant Principal for Instruction Counselor Teachers | Facilities | September 2013 through June 2015 | Meeting and activity agendas | Parents are engaged with the schools through the PTSA. | PTSA provides support to parents and to the schools. | 6 |
| 2. Campus employees are encouraged to become members of the PTSA to become a team with parents. | Principal Assistant Principal for Instruction Counselor Teachers | Staff time | September 2013 through 2015 | Membership rosters | Parents and teachers have opportunities to interact outside the classroom setting. | PTSA provides support to parents and to the schools. | 6 |
| 3. PTSA officers are invited to set up booths and participate in district parent involvement events. | Principal Assistant Principal for Instruction Counselor Teachers | Staff time | September 2013 through June 2015 | Meeting and activity agendas | Parents are engaged with the schools through the PTSA. | PTSA provides support to parents and to the schools. | 6 |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 E: Ensure parent, community and business involvement with site-based decision-making committees at the campus level and school health advisory committee at the campus level.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|--|--------------------------|--|---|--|---|
| 1. Advertise opportunities for involvement of parents, business members, and community members at campus facility. | Principal Assistant Principal for Instruction Counselor Teachers | Flyers School Reach Marlin Middle School Website | August 2013 through 2015 | Campus committee meets or exceeds required participation numbers for parents, business and community | Parents, business and community members have opportunities to be involved in campus decision-making | Committees function with full complements of parent, business and community members. | 6 |



Goal 2: Marlin Middle School will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 F: Develop systems for communicating with parents and community through backpack mail, School Reach, and other media to ensure that parents and community are informed of school activities and other issues.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|--|----------------------------------|---|--|--|---|
| 1. Principals will utilize School Reach to notify parents of meetings, student absences, school emergencies, and weather issues to ensure timely notification. | Principal Assistant Principal for Instruction PIEMS | Staff time School Reach, Federal Funds | September 2013 through June 2015 | School Reach logs indicate the system is being utilized on a regular basis. | Parents talk about what is happening on campuses. | Parents receive communications in a timely manner. | 6 |
| 2. News releases will be provided to the local paper and marquee in a timely manner to help the community know of events happening in Marlin Middle School: goal each week | Principal Assistant Principal for Instruction Counselor Teachers | Staff time | September 2013 through June 2015 | Marlin Middle School news is included each week in the local paper | Parents and community members report they know what is happening in the district | Parents and community receive communications in a timely manner. | 6 |



Goal 2: Marlin ISD will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 G: Continue opportunities for parents, community members, local businesses, and organizations to be actively involved in school programs.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|----------------|--------------------------|--|---|---|---|
| 1. Provide involvement opportunities for parents/local business by serving on committees and supporting school programs. | Principal Assistant Principal for Instruction Counselor Teachers CIS | ESC Region XII | August 2013 through 2015 | Scheduled school meetings Parent meetings | Increased participation and/or attendance | Sign in sheets Agendas Activities Volunteers | |
| 2. Conduct training/information sessions for sharing information or training with parents. | Principal Assistant Principal for Instruction Counselor Teachers | ESC Region XII | August 2013 through 2015 | Scheduled training/information meetings | Increased participation and/or attendance | Newsletters, website, progress reports, marquees, sign sheets Documents in Spanish/English | |
| 3. Plan opportunities for all parents and community members to be involved in the planning process. | Principal Assistant Principal for Instruction SBDC | ESC Region XII | August 2013 through 2015 | Site base committee meetings | Increased participation and/or attendance | Sign in sheets Agenda | |



Goal 2: Marlin ISD will actively solicit and encourage increased parent and community involvement in our schools.

Objective 2 G: Continue opportunities for parents, community members, local businesses, and organizations to be actively involved in school programs.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|--------------------------|-----------------------|---|--|---|---|
| 4. Vision, mission and goals are utilized as the foundation for district and campus planning. | Superintendent; Principals; Advisory committees | Staff and committee time | May through June 2013 | Completed plans for 2013-14 school year | Cohesive campus and district plans reflect the needs of the district and reflect the vision and mission of the district. | Plan reviews reflect ongoing work directed at attaining the vision and mission of the district. | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3 A: Implement and practice safety drills to address issues that may arise on campus.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|------------|--|--|---|--|---|
| 1. Implement fire drills, unobstructed and obstructed, a minimum of one time per month. | Principal Assistant Principal Director of Maintenance | Staff time | Monthly: Sept. through May | Documentation of fire drill submitted to central office. | Students and staff understand and can implement evacuation procedures | Students are provided a safe school environment. | |
| 2. Implement tornado drills twice a year. | Principal Assistant Principal for Instruction Director of Maintenance | Staff time | September, November, January, March, May | Documentation submitted to central office. | Students and staff understand and can implement evacuation procedures | Students are provided a safe school environment. | |
| 3. Implement intruder drills once each semester. | Principal Assistant Principal Director of Maintenance | Staff time | October and February | Documentation submitted to central office. | Students and staff understand and can implement evacuation procedures | Students are provided a safe school environment. | |
| 4. Implement shelter in place drills once each semester (for events such as chemical spills). | Principal Assistant Principal Director of Maintenance | Staff time | December and April | Documentation submitted to central office. | Students and staff understand and can implement evacuation procedures | Students are provided a safe school environment. | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3B: Implement Positive Behavior Interventions and Supports to address classroom and campus management and discipline issues, including bullying, dating violence and suicide prevention, in a positive and systemic manner, while utilizing the Student Code of Conduct for disciplinary infractions.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|--------------------------------------|-----------------------------|--|---|--|---|
| 1. Continue to provide PBIS training to all instructional staff. | Region 12 ESC | Region 12 ESC trainer, Federal Funds | August 2013 through 2015 | Sign in sheets; agenda | Instructional staff utilize PBIS in their classrooms and on their campuses. | There are fewer disciplinary issues resulting in removal from the instructional setting. | 4 |
| 2. Identify specific areas, behaviors expected, and how the behaviors will be taught and monitored. | Principal Assistant Principal for Instruction Counselor Teachers | PBIS trainer | September 2013 through 2015 | Minutes from discussions | Specific areas at MMS campus have specific behavior requirements. | There are fewer disciplinary issues resulting in removal from the instructional setting. | |
| 3. Each grade level/content department identifies the behaviors expected in the classroom, and how the behaviors will be taught and monitored. | Principal Assistant Principal for Instruction Counselor Teachers | PBIS trainer | September 2013 through 2015 | Minutes from discussions | Classrooms have rules posted and the expected behaviors are reinforced. | There are fewer disciplinary issues resulting in removal from the instructional setting. | |
| 4. Implement and enforce the dress code at each campus as an integral part of PBIS. | Principal All staff | Student Code of Conduct | August 2013 through 2015 | Visit to campus, observation of compliance with dress code | Students attend school dressed appropriately for learning. | There are fewer disciplinary issues resulting in removal from the instructional setting. | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3 C: Implement and enforce visitor procedures on each campus.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|--|--------------------------|---|---|---|---|
| 1. MMS campus develops and implements visitor procedures that significantly reduce the likelihood that unauthorized persons will enter the campus beyond the office area. These procedures include methods for verifying the identity of visitors. | Principal Assistant Principal for Instruction Counselor Teachers Secretary PIEMS | Sign in books, visitor and parent badges | August 2013 through 2015 | Visitors on campus have easily recognizable badges; teachers demonstrate ability to question persons without badge authorization. | Visitors do not enter student areas without appropriate badges. | Students attend class in a safe and secure environment. | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3 D: Inspect all MMS facilities on a regular basis to ensure that all health code items are in compliance.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|----------------------|----------------------------------|---|--------------------------------|---|--|
| 1. The maintenance department and campus principals will utilize the state health department checklist to inspect all district facilities on a monthly basis. | Maintenance Principal Assistant Principal | Inspection checklist | Monthly-September through August | Checklists show no areas of noncompliance | Facilities are safe and secure | No areas of noncompliance are found in official health department checks. | |
| 2. Any area of noncompliance will be documented and administrator of building will be notified of noncompliance. | Maintenance | Inspection checklist | Monthly-September through August | Copies of Checklists signed for by building administrator | Facilities are safe and secure | No areas of noncompliance are found in official health department checks. | |
| 3. Building administrator will make immediate arrangements to correct any noncompliance within 48 hours. | Maintenance Principal Assistant Principal | Inspection checklist | Monthly-September through August | Corrective actions noted on checklist | Facilities are safe and secure | No areas of noncompliance are found in official health department checks. | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3 E: Develop and implement written procedures for ensuring student safety while participating in athletics, band, and cheerleading events that meet the intent of any regulatory documents and the needs of the campus.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|--|--|------------------------------------|--|--|---|---|
| 1. Continue to review and revise procedures for ensuring student safety while participating in extracurricular activities. | Superintendent Principal Coaches | Sample procedures handbook; staff time | November 2013 through January 2015 | Procedures document is prepared, printed and distributed, safety audit | All coaches and sponsors of extracurricular activities have and utilize the safety procedures document | Students participate safely in extracurricular activities | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3 F: Implement effective systems to address absenteeism and tardiness in a proactive manner while maintaining use of compulsory attendance enforcement as necessary.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|--|-----------------------------|--|---|---|---|
| 1. Work with truancy staff to provide notice to parents regarding compulsory attendance laws and consequences for failure to attend school. | Principal Assistant Principal for Instruction Truancy Officer | Letters to parents; meetings with truancy judge | September 2013 through 2015 | Letters are provided to all parents and students relating compulsory attendance requirements and consequences for violation. | Students and parents have a better understanding of compulsory attendance requirements. | Attendance is increased at Marlin Middle School campus. | |
| 2. Campus develops positive incentive programs for the purpose of increasing student and staff attendance | Principal Assistant Principal for Instruction Counselor Teachers | Staff time | August 2013 through 2015 | Incentive plans are shared with students and parents | Students have increased daily attendance. | Attendance is increased in Marlin ISD at all campuses. | |
| 3. Collaborate with the truancy court to address violations of compulsory attendance with both parents and students. | Principal Assistant Principal for Instruction Truancy Officer Teachers | Staff time; court time; court filings | September 2013 June 2015 | Collaboration and monitoring results in fewer initial court referrals and fewer 'call back' | Students have increased daily attendance | Attendance is increased at Marlin Middle School campus. | |



Goal 3: Marlin Middle School will provide each student a safe and secure school environment in which to learn.

Objective 3 F: Implement effective systems to address absenteeism and tardiness in a proactive manner while maintaining use of compulsory attendance enforcement as necessary.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|-----------------------------|-----------------------|-----------|-----------|----------------------------|--------------------|----------------------|---|
| | | | | hearings | | | |



Allocation of Title 1, Part A Funds—2012-13 School Year

| Purpose | Amount |
|---|-------------|
| Assistant Principals for Instruction | \$51,000.00 |
| Parent Involvement | \$2,069.00 |
| Summer Instructional Program | \$12,500.00 |
| RTI Interventionist | \$5,000.00 |
| Allocation of Title II, Part A Funds—2012-13 School Year | |
| Critical Area stipends | \$9,000.00 |
| Mentor Stipends/Signing Bonuses | \$3,000.00 |
| Allocation of State Compensatory Education Funds—2012-13 School Year | |
| Supplies | \$2,300.00 |

