**2018-19 District Improvement Plan**

**Marathon Independent School District**



Marathon ISD

2018-2019 District/Campus Improvement Plan

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**MISD Mission Statement**

The mission of Marathon ISD is to provide students with the knowledge and tools necessary to succeed in the 21st century. MISD's educational programs will empower all of its students to strive for personal excellence and ensure that they learn how to function, contribute, and compete as responsible members of an ever-changing world.

**MISD Vision Statement**

All teachers and students at Marathon ISD will be inspired and committed to become partners in a quest for knowledge in the order to become the best small school in Texas.



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The following District Improvement Plan is a document outlining district initiatives to improve student performances and organizational effectiveness.

To assess where our students are in relation to our mission and goals, a comprehensive needs assessment was completed to identify strengths and areas of concern.

**Needs Assessment Instruments Used in Planning**

1. Texas Academic Performance Report
2. State Assessment Analysis
3. Special Program Students Data and Needs
4. Benchmark Assessment
5. Attendance Records
6. Mobility Rates
7. Discipline Records

**Summary of Findings**

All of the data reflect a need for school reform in order to improve test scores and overall educational performance with an emphasis on math and writing. To address the needs established in the need assessment, MISD has begun a comprehensive reform initiative using Project Based Learning (PBL), Professional Learning Communities (PLC) and Writing Across the Curriculum. Data will drive collaborative decision making. MISD will be using the funds to increase teacher capacity in rigor, AVID practices, using data to analyze curriculum gaps, assessment alignment to instruction as well as focusing in PBL and in writing to learn. These district goals will focus in other effective and efficient researched based strategies to increase the rigor of teaching but more specific the rigor of learning to give the students ownership of their own learning. We will collaborate as a team; all teachers are responsible for the success of all students to help student keep track of their passing rate and take care of special needs we will assure the focus on each individual student. Administrator and staff will receive PD in data disaggregation as well as in assessment to lead the district in the process to assure buy in and ownership. Will be using data driven decision making to integrate PBL and other research based strategies to assure the success of all students.



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**Prioritized Areas of Concern**

|  |  |
| --- | --- |
| **Areas of Concern** | **Data Source** |
| Math Scores: Elementary, Junior High, Algebra I | State Accountability Report |
| Writing Across the Curriculum | State Accountability Report |



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# Comprehensive Needs Assessment

**District Demographics**

Marathon ISD serves students in grades PreK-12th grade. The enrollment at Marathon ISD is approximately 55 students. The demographics of the student population are as follows:

* 60% Hispanic
* 38.18% White
* 1.82% American Indian/Alaskan
* 0% Two or More Races
* 76.36% Economically Disadvantaged
* 0% English Language Learners
* 7.27% Gifted and Talented
* 7.27% Dyslexia
* 29.09% At-Risk
* 5.45% Special Education
* 49.09 Career/Technical



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**Student Achievement Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Test** | **Approaches** | **Meets** | **Masters** |
| **3rd Reading** | **100%** | **57%** | **43%** |
| **3rd Math** | **71%** | **28%** | **14%** |
| **4th Reading** | **100%** | **67%** | **0%** |
| **4th Math** | **100%** | **67%** | **33%** |
| **4th Writing** | **67%** | **0%** | **0%** |
| **5th Reading** | **100%** | **83%** | **50%** |
| **5th Math** | **100%** | **28%** | **14%** |
| **5th Science** | **67%** | **17%** | **0%** |
| **6th Reading** | **100%** | **75%** | **25%** |
| **6th Math** | **80%** | **20%** | **0%** |
| **7th Reading** | **100%** | **60%** | **20%** |
| **7th Math** | **50%** | **0%** | **0%** |
| **7th Writing** | **67%** | **0%** | **0%** |
| **8th Reading** | **100%** | **75%** | **25%** |
| **8th Math** | **Took Algebra I** | **Took Algebra I** | **Took Algebra I** |
| **8th Science** | **100%** | **75%** | **25%** |
| **8th Social Studies** | **75%** | **50%** | **25%** |
| **Algebra I** | **100%** | **40%** | **0%** |
| **Biology** | **100%** | **78%** | **22%** |
| **English I** | **100%** | **100%** | **100%** |
| **English II** | **100%** | **100%** | **50%** |
| **US History** | **Not Tested** | **Not Tested** | **Not Tested** |



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**School Culture and Climate**

**School Culture Summary**

At Marathon ISD, we encourage a strong academic environment that is positive and safe for all members of our school community. Our goal is to achieve the highest academic and social standards with our students and staff striving to exceed state standards academically while maintaining an engaging and supportive learning environment.

**School Culture Strengths**

As an Early College High School, our students are encouraged to push the limits of the traditional high school experience. They are learning to not settle for the status quo but to work to a high level of rigor in their coursework. Our students have the best of both worlds by engaging in the traditional high school sports and activities while earning college credit and getting the taste of life after high school.

**School Culture Needs**

Our staff needs to continue to support our students as facilitators in their courses and more closely monitor and assist students as needed for successful completion of their coursework.



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**Staff Quality, Recruitment, and Retention**

**Staff Quality, Recruitment, and Retention Summary**

Marathon ISD will continue to seek out and recruit teachers of the highest quality. Administrators and teachers will work together to assess applicants and hire the person most qualified and a best fit for the position. In order to retain our staff, MISD will show appreciation through verbal praise, retention bonuses, paid insurance premiums and providing a supportive team environment where staff ideas and concerns are encouraged through PLC and Rti committees. The staff will be involved in district planning and staff development to improve student, campus and community involvement and morale.

**Staff Quality, Recruitment, and Retention Strengths**

Marathon ISD retains a staff of highly qualified and experienced teachers who provide a top-notch education to our students. Dedication by staff members is rewarded through retention bonuses. The district also provides 100% payment of employee health insurance premium along with life, eye and dental coverage.

**Staff Quality, Recruitment, and Retention Needs**

Marathon ISD continues to seek out highly qualified staff to fill vacancies. As a small rural community, affordable housing in the area is greatly needed. The district will continue to research and discuss options in order to address this need.



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**Curriculum, Instruction, And Assessment**

**Curriculum, Instruction, and Assessment Summary**

Marathon ISD monitors the progress of our students’ academic growth through Renaissance Learning, Interim Assessments, STAAR, iStation, Lexia, Imagine Math, district assessments and interventions. Teachers use a diverse curriculum which includes dual credit, TEKS Resource System, state approved text, Mentoring Minds, Lexia and various teacher created lessons to ensure that students are receiving a high quality and engaging education. Teachers participate in professional development that focuses on grade level alignment throughout the subject areas as well as cross curricular instruction throughout the grade levels.

**Curriculum, Instruction, and Assessment Strengths**

Marathon ISD utilizes TEKS Resource System to ensure that all core subject areas are effectively covering the state mandated TEKS while implementing additional programs and resources to ensure that the level of rigor needed for growth and development is insured. All high school students are pursuing higher education certificates or degrees and are enrolled in at least one dual credit course through either University of Texas of the Permian Basin or Odessa College.

**Curriculum, Instruction, and Assessment Retention Needs**

Marathon ISD is focused on continued improvement in the areas of writing and math based on assessment results. Teachers will focus on increasing the level of rigor in these areas by working with coaches from the Region 18 Service Center as well as working with fellow subject area teachers to ensure alignment.



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**Family and Community Involvement**

**Family and Community Involvement Summary**

Marathon ISD encourages and promotes the active participation of families and communities through many school programs. MISD hosts a number of community events including a Veteran’s Day Program, Read Marathon, Meet the Mustangs, Community Thanksgiving Dinner, Halloween Carnival, Math and Science Nights, Jump Rope 4 Heart, Flu Vaccination Clinics and Homecoming Parade, Bonfire and Basketball Game. In addition to hosting, MISD also participates and volunteers in numerous community events including the Marathon2Marathon and elementary Christmas caroling during Noche Buena. MISD has an active Parent Teacher Organization that provides encouragement and support to students, teachers and staff.

**Family and Community Involvement Strengths**

Marathon ISD has a great deal of support from the community. All of the community events hosted by the school are well received and attended by the community.

**Family and Community Involvement Needs**

Marathon ISD is looking to provide Parental Workshops which focus on social/emotional needs, attendance, academic support, drug and alcohol awareness and school safety.



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**Technology**

**Technology Summary**

Marathon ISD provides one to one computing for every student at the secondary level and classroom sets of Chromebooks and/or iPads for the elementary level. Each teacher is provided a laptop and highspeed wireless internet access is accessible throughout both campuses. Most classrooms are equipped with interactive whiteboards as well as desktops and Macs as needed for particular courses.

**Technology Strengths**

Marathon ISD has one to one access for all students and staff with reliable high speed wireless internet access.

**Technology Needs**

Marathon ISD is focusing on updating and replacing student laptops as needed. MISD is also working with Region 18 to ensure that internet access is secure and filtered for appropriate content.



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**School Context and Organization**

**School Context and Organization Summary**

Marathon ISD provides students with a strong and supportive structure and school system. Daily routines are established to ensure that the maximum amount of learning time is utilized. School systems are in place so that students are safe and secure at all times.

**School Context and Organization Strengths**

Marathon ISD schedules the learning day so the maximum amount of time is allotted to each class. Tutorial classes are embedded in the school day for elementary students. Campus procedures are in place to ensure the safety of all students and staff.

**School Context and Organization Needs**

Marathon ISD is moving from a block schedule to a daily 60 minute per class schedule so teachers will be able to communicate with each student on a daily basis. More instructional time is needed per class and thus advisory periods and transition times need to be adjusted. Dual credit schedules are also being adjusted to ensure that students are receiving more one on one help from facilitators.



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**Goals and Strategies**

**District Improvement Plan Performance Objectives**

**Goal 1:** 100% of the students at MISD will achieve the Meets or Masters performance level on the STAAR/EOC assessments for the 2018-2019 school year.

**Performance Objective 1:** On the STAAR 3-8 Reading and EOC English I and II assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.

**Performance Objective 2:** On the STAAR 3-8 Math and EOC Algebra I assessments 100% of the students will achieve the Approaches and Meets performance level while 30% of the students will achieve the Masters performance level.

**Performance Objective 3:** On the STAAR Grades 5 and 8 Science and EOC Biology assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.

**Performance Objective 4:** On the STAAR 4 and 7 Writing assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.

**Performance Objective 5:** On the STAAR Grade 8 Social Studies EOC US History assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.

**Goal 2:** The 4 year graduation rate will maintain at 100% for the graduating class of 2019.

**Performance Objective 1:** The percentage of first year freshmen leaving 8th or 9th grade with Algebra I credit will maintain at 100% by the end of school year 2019.

**Performance Objective 2:** The percentage of first-year 9th grade students earning 3 or more college credit hours will maintain at 100% by the end of the 2019 school year.

**Performance Objective 3**: The number of 9-12 students on track toward a Distinguished graduation diploma will maintain at 100%.

**Performance Objective 4:** The percent of college, career, military ready graduates will be at or above state average.

**Goal 3:** Maintain a school facility that is safe, orderly, and conducive to meeting the educations needs of 100% of its students throughout the school year.

**Performance Objective 1:** 100% of the staff will participate in Active Shooter Training.

**Performance Objective 2:** 100% of the staff will be CPR/First Aid Certified

**Performance Objective 3:** Telephones and other communication devices will be readily available in each classroom.

**Goal 4:** 100% of graduating seniors will be college/career/military ready

**Performance Objective 1:** 100% of graduating seniors will be TSI complete prior to graduation

**Performance Objective 2:** 100% of graduating seniors will receive their 45 college credit hour Core Completion Certificate or an Associates Degree.

|  |  |
| --- | --- |
| **Subject Area:** | Science |
| **Goal 1:** | **100% of the students at MISD will achieve the Meets or Masters performance level on the STAAR/EOC assessments for the 2018-2019 school year** |
| **Performance Objective 3:** | **On the STAAR Grades 5 and 8 Science and EOC Biology assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.** |
| **Formative Evaluation:** | **STAAR/EOC Assessment** |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | The Science Teachers will disaggregate data from Assessment Benchmarks, State Assessment, and Classroom Assessments and provide intervention | Science Teachers | November  February  Student Study Assignment | Weekly Assessments  Benchmarks  Interim Assessments | |  |  |  |  | | --- | --- | --- | --- | | DMAC  Science Teacher |  | Local | $2491 | |
| 2 | The Science Teachers will focus on the use of academic language in the classroom | Science Teachers | August  December  March | Word Wall  Vocabulary Quiz  Latin Root Work | |  |  |  |  | | --- | --- | --- | --- | | Science Teachers |  | Local |  | |
| 3 | The Science Teachers will use multi-media resources to enhance instruction | Science Teachers | August  December  March | Student Products | |  |  |  |  | | --- | --- | --- | --- | | Science Teachers |  | State |  | |
| 4 | The Science Teachers will provide hands on experiments and experiences to enhance student understanding of concept | Science Teachers | September – May (weekly) | Lab Journal | |  |  |  |  | | --- | --- | --- | --- | | Science Teachers |  |  |  | |
| 5 | The Science Teachers will use Project Based Learning to increase  rigor | Science Teachers | October  February | Student Products | |  |  |  |  | | --- | --- | --- | --- | | Science Teachers |  |  |  | |
| 6 | The Science Teachers will provide opportunities to explore STEM fields through STEM projects, activities and field trips. | Science Teachers | September  December  May | Student Products | |  |  |  |  | | --- | --- | --- | --- | | Science Teachers |  | State |  | |
| 7 | Purchase of interactive board for differentiated learning styles. | Science Teachers | November  May | Student Participation | Science Teachers Local |
| 8 | Incorporate Writing Across the Curriculum in science with the guidance of Region 18 | Science Teachers  Region 18 | Weekly | Student Products | Science Teachers SCE $500 |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | Social Studies |
| **Goal 1:** | **100% of the students at MISD will achieve the Meets or Masters performance level on the STAAR/EOC assessments for the 2018-2019 school year** |  |
| **Performance Objective 5:** | **On the STAAR Grade 8 Social Studies EOC US History assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.** |  |
| **Formative Evaluation:** | **STAAR/EOC Assessments** |  |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | The Social Studies Teachers will disaggregate data from Assessment Benchmarks, State Assessment, and Classroom Assessments and provide intervention | Social Studies Teachers | November  February  Student Study Assignment | Weekly Assessments  Benchmarks  Interim Assessments | |  |  |  |  | | --- | --- | --- | --- | | DMAC  Social Studies Teacher |  | Local $2491 |  | |
| 2 | The Social Studies Teachers will focus on the use of academic language in the classroom | Social Studies Teachers | August  December  March | Word Wall  Vocabulary Quiz  Latin Root Work | |  |  |  |  | | --- | --- | --- | --- | | Social Studies Teachers |  | Local |  | |
| 3 | The Social Studies Teachers will use multi-media resources to enhance instruction | Social Studies Teachers | August  December  March | Student Products | |  |  |  |  | | --- | --- | --- | --- | | Social Studies Teachers |  | State |  | |
| 5 | The Social Studies Teachers will use Project Based Learning to increase  rigor | Social Studies Teachers | October  February | Student Products | |  |  |  |  | | --- | --- | --- | --- | | Social Studies Teachers |  |  |  | |
| 7 | Purchase of interactive board for differentiated learning styles. | Social Studies Teachers | November  May | Student Participation | Social Studies Teachers Local |
| 8 | Incorporate Writing Across the Curriculum in social studies with the guidance of Region 18 | Social Studies Teachers  Region 18 | Weekly | Student Products | Social Studies Teachers SCE $500 |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | Math |
| **Goal 1:** | **100% of the students at MISD will achieve the Meets or Masters performance level on the STAAR/EOC assessments for the 2018-2019 school year** |
| **Performance Objective 2:** | **On the STAAR 3-8 Math and EOC Algebra I assessments 100% of the students will achieve the Approaches and Meets performance level while 30% of the students will achieve the Masters performance level.** |
| **Formative Evaluation:** | **STAAR/EOC Assessments** |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Math teachers will attend professional development to learn specific teaching strategies in order to increase rigor | Math Teacher | August  October  December  February  April | Certificate  Classroom Implementation | |  |  |  |  | | --- | --- | --- | --- | | Math Teacher |  | Local |  | |
| 2 | Math teacher will attend professional development for the implementation and use of the calculators and other technology to enhance learning | Math Teacher | April | Certificate  Classroom Implementation | |  |  |  |  | | --- | --- | --- | --- | | Math Teacher |  | Local |  | |
| 3 | The Math Teachers will focus on the use of academic language and incorporate differentiated instruction in the classroom  to enhance student progress | Math Teacher | August  December  March | Word Wall | |  |  |  |  | | --- | --- | --- | --- | | Math Teachers |  | Local |  | |
| 4 | Purchase TI-Nspire calculator for use in the classroom | District | April | Student Usage | |  |  |  |  | | --- | --- | --- | --- | | Math Teachers |  | Local |  | |
| 5 | The Math Teachers will identify and provide intervention to students in need based on previous State Assessment score and current Benchmark Scores | Math Teacher | April  May | Tutorial Schedules | |  |  |  |  | | --- | --- | --- | --- | | Math Teachers |  | Local |  | |
| 6 | District will employee part time math coach for in-class targeted intervention to address learning gaps. | District | October-May | Increased score in weekly assessments | Math Teacher Federal $18373  (211, 255, 289)  Reaped Funds/Title IA |
| 7 | Purchase of interactive board for differentiated learning styles. | Math Teachers | May | Student Participation | Math Teachers Local |
| 8 | The Math Teachers will provide opportunities to explore STEM fields through STEM projects and activities | Math Teachers | September  December  May | Student Products | Math Teachers |
| 9 | Incorporate Writing Across the Curriculum in math with the guidance of Region 18 | Math Teachers  Region 18 | Weekly | Student Products | Math Teachers SCE $500 |
| 10 | District will provide intense two-day math intervention camp for elementary students. | Math Teachers  Diana Chavez | March | Student Products | Math Teachers SCE $3250 |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | ELAR |
| **Goal 1:** | **100% of the students at MISD will achieve the Meets or Masters performance level on the STAAR/EOC assessments for the 2018-2019 school year** |
| **Performance Objective 1 and 4:** | **On the STAAR 3-8 Reading and EOC English I and II assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.**  **On the STAAR 4 and 7 Writing assessments 100% of the students will achieve the Approaches and Meets performance level while 50% of the students will achieve the Masters performance level.** |
| **Formative Evaluation:** | **STAAR/EOC Assessments** |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | The ELA teachers will use multi-media resources to enhance instruction. | ELA Teachers | August  December  March | Student Products | |  |  |  |  | | --- | --- | --- | --- | | ELA Teachers |  | Local |  | |
| 2 | The ELA teachers will assign one essay per week and evaluate it using the State Assessment rubric | ELA Teachers | August  December  March | Student Products | |  |  |  |  | | --- | --- | --- | --- | | ELA Teachers |  |  | 0 | |
| 3 | The ELA teachers will disaggregate data Benchmarks, State Assessment, and Classroom Assessment to Drive classroom  Instruction. | ELA Teachers | November  February | Benchmarks  Interim Assessments | |  |  |  |  | | --- | --- | --- | --- | | ELA Teachers |  |  | 0 | |
| 4 | The ELA teachers will provide targeted interventions based on student data. Monitor and support student progress as well as ensure continued learning mastery | ELA Teachers | March  April  May | Tutorial Schedule | |  |  |  |  | | --- | --- | --- | --- | | ELA Teachers |  | State |  | |  |  | Federal  (211, 255, 289) $300  Reaped to Title I,A |  | |
| 5 | ELA teachers will attend professional development to learn specific teaching strategies in order to increase rigor. The ELA teachers will incorporate differentiated instruction in the classroom throughout the year. | ELA Teachers | August  October  December  February  April | Certificate  Classroom Implementation | |  |  |  |  | | --- | --- | --- | --- | | ELA Teachers |  | State |  | |
| 6 | Students will conduct research and be able to write a research paper | ELA Teachers | December  April | Student Product | |  |  |  |  | | --- | --- | --- | --- | | ELA Teachers |  |  | 0 | |
| 7 | Purchase of interactive board for differentiated learning styles. | ELA Teachers | November | Student Participation | ELA Teachers Local |
| 8 | Incorporate Writing Across the Curriculum in reading with the guidance of Region 18 | ELA Teachers  Region 18 | Weekly | Student Products | ELA Teachers SCE $500 |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | CTE |
| **Goal 2:** | **The 4 year graduation rate will maintain at 100% for the graduating class of 2019** |
| **Performance Objective:** | **The percent of college, career, military ready graduates will be at or above the state average** |
| **Formative Evaluation:** | **Certifications** |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Provide staff development/technical assistance for professional staff | Administrators  CTE Teacher | August | Certificate  Classroom Implementation | Local & CTE Funds |
| 2 | Strive to provide CTE programs that lead students to receiving professional-level license and/or certification in welding | Administrators  CTE Teacher | December  May | Student Certification | Local & CTE Funds |
| 3 | Continue to provide Career Awareness programs in grades pre-K to 12 | Administrators  CTE teachers  Counselor | September  December  May | Student Products  Research Paper  Course Completion |  |
| 4 | Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strengths and weaknesses to  determine the size, scope, qualify, and effectiveness evaluation  of CTE programs | Administrator  Counselor  Teachers | December  June | Course Offerings  Student Enrollment  Student Certifications | |  |  |  |  | | --- | --- | --- | --- | |  |  | CTE Funds |  | |
| 5 | Ensure CTE students have a four year plan showing the coherent sequence they are pursuing | CTE Teachers  Administrators  Counselor | August  May | Graduation Plans | |  |  |  |  | | --- | --- | --- | --- | |  |  | CTE Funds |  | |
| 6 | Provide course offerings in the  following areas: Welding &  Information Technology and other CTE areas of interest | CTE Teachers  Administrators  Counselor | August  December | Student Schedules | Local & CTE Funds |
| 7 | Provide Career Portals courses centered around agriculture, poultry and wood working.. | Administrators  CTE teachers  Counselor | September  December  May | Student Products  Research Paper  Course Completion | Local & CTE Funds |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area: Special Education** | Special Education: Individuals with Disabilities Education Act (IDEA) |
| **Goal:** |  |
| **Performance Objective:** |  |
| **Formative Evaluation:** |  |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program | Administration,  588 Coop | August | Certificates |  |
| 2 | Ensure that all students with disabilities have access to the general curriculum | Administrator, Counselor,  588 Coop, Special Education Teachers, Regular Education Teachers | August  January | ARD  Schedule | Local |
| 3 | Provide training to teachers regarding modifying the curriculum for students with disabilities | Administrator, Counselor, Special Education Director,  588 Coop, Special Education Teachers, Regular Education Teachers | August  January | Lesson Plans | Local and Special Education Funds |
| 4 | Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities | Administrator, Special 588 Coop | August  October  November  December  February  May | Evaluations  Sign-in Sheets | |  |  |  |  | | --- | --- | --- | --- | |  |  | Local |  | |
| 5 | Conduct a comprehensive needs assessment of students with disabilities to  determine areas of strengths and weaknesses | Administrator, Special 588 Coop, Teachers | May | ARD Minutes |  |
| 6 | Provide training to ARD committee | Administrator, 588 Coop, Teachers | August | Certification |  |
| 7 | Address PBM Performance and Compliance as required by TEA | Administrator, 588 Coop, Teachers | May | TEA Report |  |
| 8 | Install security cameras in special education classrooms. | Administrators | Summer | Compliance | Special Education Funds |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | Advanced Academics/Gifted and Talented Program |
| **Goal:** |  |
| **Performance Objective:** |  |
| **Formative Evaluation:** |  |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement | Administration  G/T Committee | May | G/T Plan |  |
| 2 | Provide an advanced and challenging curriculum to all G/T students in all grades | Teachers | August  December  May | Lesson Plans | |  |  |  |  | | --- | --- | --- | --- | |  |  | GT Funds |  | |
| 3 | Ensure equity of opportunity for all students for identification, selection, and placement of students that includes the use of native language and non-verbal assessment | Teachers  G/T Committee | August  April | Student List |  |
| 4 | Ensure a minimum of three appropriate criteria that include both qualitative and  quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades l-12 | Teachers  G/T Committee | August | Assessment Tools |  |
| 5 | Continue to provide opportunities for all  professional staff to obtain 30 hours of G/T  training and 6 hour yearly update | Administration | August  December  May | Certificates | |  |  |  |  | | --- | --- | --- | --- | | Local, Region Center GT Funds |  |  |  | |
| 6 | Provide opportunities to work together as a group, work with other students, and  work independently during the school day | Teachers | Weekly | Student Product |  |
| 7 | Conduct an annual evaluation | Teachers | June | Teacher/Student Feedback |  |
| 8 | Pre-AP Advanced Academic Books | Teachers | August | Lesson Plans | GT Funds |

**Goals and Strategies**

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Early College High School/Career-Military Awareness |  |
| **Goal 2 and 4:** | **The 4 year graduation rate will maintain at 100% for the graduating class of 2019**  **100% of graduating seniors will be college/career/military ready** |  |
| **Performance Objective 2, 4 and 1,2:** | **The percentage of first-year 9th grade students earning 3 or more college credit hours will maintain at 100% by the end of the 2019 school year**  **The percent of college, career, military ready graduates will be at or above the state average**  **100% of graduating seniors will be TSI complete prior to graduation**  **100% of graduating seniors will receive their college credit hour Core Completion Certificate or and Associates Degree** |  |
| **Formative Evaluation:** | **College course completion data, college/career/military ready data** |  |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Conduct Summer Bridge Program for  incoming 9th grade students and  students who are not TSI complete | Administration  College Liaison  Counselor | June  August  December | TSI Results | High School Allotment  Local |
| 2 | District will incur all testing fees such as TSI, ACT, SAT…etc. | Administration  Counselor | August, December  February  May | Test Scores | High School Allotment  Local |
| 3 | Offer preparation workshops for TSI, PSAT, ACT, SAT | Counselor  Teachers | October | Increase Scores | High School Allotment  Local |
| 4 | Purchase materials which promote college earliness | Administration  Counselor | August  January | Student College Awareness | High School Allotment  Local |
| 5 | Purchase needed technology for success in college courses. | Administration | August  May | Course Completion | High School Allotment  Local |
| 6 | Parent student orientation for all student enrolled in college course | College partner  Counselor | August | Sign-in Sheet |  |
| 7 | Expose ECHS students to college professors, programs and facilities during summer program or during the school year: (1) college campus tours (2) career/industry tours (3) UTPB campus/professor visits (4) college and career fairs | Counselor  College Partner | Monthly | College/Career/  Military Awareness | High School Allotment  Local |
| 8 | ECHS staff provide students with study skills, time management and test taking skills | Teachers  Counselor | August  January | Report Cards  Progress Reports | High School Allotment  Local |
| 9 | Academic achievement Lab will provide students with resources to ensure success in college courses | Counselor  Teachers  Administrator | Weekly | Success in College Courses | High School Allotment  Local |
| 10 | Purchase college tuition, fees and textbooks | Counselor  Administrator | August  January | Receipts  Course Completion | High School Allotment  Local |
| 11 | Provide field trips to create real life connections to college life (career/industry tours, college campus tours) | Administration  Counselor | September  November  February  March | College Enrollment | High School Allotment  Local |
| 12 | Provide field trips to create real life connections to STEM fields. | Counselor  Teachers  Administrator | Monthly | Increase in STEM Awareness | High School Allotment  Local |
| 13 | Leadership team/staff attends ECHS Leadership Conferences and cluster meetings to share best practices and improve student achievement. | Counselor  Teachers  Administrator | November  February  June | Certificate | High School Allotment  Local |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | SCE/At-Risk |
| **Goal 2:** | **The 4 year graduation rate will maintain at 100% for the graduating class of 2019** |
| **Performance Objective 3:** | **The number of 9-12 students on track toward a Distinguished graduation diploma will maintain at 100%** |
| **Formative Evaluation:** | **Graduation Plans and Completion Rates** |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Identify students at risk of dropping out of school using 13 state criteria and report in PEIMS | Administrators,  Counselor, Teachers | August | PEIMS Data | SCE  Local |
| 2 | Provide teachers with the confidential  list of At-Risk students and supporting criteria used for identification | Administrator | September | Student List |  |
| 3 | Conduct a comprehensive needs assessment which includes but is not limited to state assessment, dropout  rate, local assessments, etc. to identify areas to accelerate | Administrator  Teachers | September  April | PEIMS Data |  |
| 4 | Serve PK-2 students who failed readiness test with accelerated, intensive program for early literacy | Teachers Fall  Administrator | August  December | Assessment Tool Reports | SCE  Local |
| 5 | Serve pregnant students and student parents through parenting programs | Administrators, Teachers | August | Continued Enrollment | SCE  Local |
| 6 | Provide accelerated, intervention program for At-Risk students failing Benchmarks and/or State Assessments through tutoring, computer-assisted instruction (iStation, Lexia, Imagine Math), extended day | Counselor, Administrator  Teachers | Weekly | Tutorial Schedules  Data Reports | SCE  Local |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | Dyslexia/504 |
| **District Priority:** |  |
| **Campus Performance Objective:** |  |
| **Formative Evaluation:** |  |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Identify students with dyslexia or a related disorder (504) and provide appropriate instructional services | Administration  Dyslexia Staff | August  December  May | RTI  Testing Report |  |
| 2 | Provide a program for early identification, intervention, and support for students at risk for dyslexia/504 or other reading difficulties (Lexia Intervention Program) | Dyslexia Staff  Administrators | August | Testing Report |  |
| 3 | Annually align approved procedures-and district/campus procedures | Dyslexia Staff | April  August | State Requirements |  |
| 4 | Provide services for students who may be eligible under Section 504 | Administrators  504 Committee | Weekly | 504 Minutes |  |
| 5 | Provide research based staff development for teachers of dyslexia and 504 students that uses individualized intensive, multi-sensor, and phonetic methods to teach reading with input from staff | Administrator-Teachers | June | Certificate | Local |
| 6 | Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses | Administrators, Teachers | April | Lexia Reports |  |

**Goals and Strategies**

|  |  |
| --- | --- |
| **Subject Area:** | Parent/Community Involvement |
| **Goal 4:** | **100% of graduating seniors will be college/career/military ready** |
| **Performance Objective 2:** | **100% of graduating seniors will receive their 45 college credit hour Core Completion Certificate or and Associates Degree** |
| **Formative Evaluation:** |  |

| **Strategies** | | **Person(s) Responsible** | **Timeline** | **Evaluation** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Description** | **Type** | **Funding Source** | **Amount** | |
| 1 | Marathon ISD will host a Title 1 parent-teacher meeting yearly. | Administration  Teachers | August | Sign-in Sheet | |  |  |  |  | | --- | --- | --- | --- | | Teachers |  |  | 0 | |
| 2 | Marathon ISD will contact parents of students as needed via telephone, notes to parents, newsletters, email (Discipline,  Grade) and/or visits, positive feedback. | Administration  Teachers | Weekly | Parent Contact Log | |  |  |  |  | | --- | --- | --- | --- | | Teachers  Admin. |  | Local/State |  | |
| 3 | Marathon ISD will encourage local businesses to continue to  donate for scholarships (including senior scholarships), attendance and academic incentives | Administration  Counselor | April | Awarded Scholarships | |  |  |  |  | | --- | --- | --- | --- | | Parent  Counselor |  |  |  | |
| 4 | Marathon ISD will continue to invite all Texas colleges and  universities to bring mobile exhibits/outreach programs to  MISD so parents can experience first-hand what certain careers entail. | Administration  Counselor | October  April | Sign-in Sheet | |  |  |  |  | | --- | --- | --- | --- | | Counselor |  |  | 0 | |
| 5 | Marathon ISD will continue to host community events such as the Community Thanksgiving, Sports Banquet and Homecoming to strengthen the school/community bond. | Administration  Counselor | October  April | Sign-in Sheet | |  |  |  |  | | --- | --- | --- | --- | | Counselor |  | Local | $500 | |
| 6 | Parents will participate in the review and update of the Parent Engagement Policy | Administration | June | Meeting Minutes | Admin  Parents  Teacher  Counselor |

# Summary of Expenditures in this Plan

## Total Allocations and Expenditures by Funding Source

| **Total Allocations by Funding Source** | | |
| --- | --- | --- |
| **Funding Source** | **Allocation** | **Balance (Allocations-Expenditures)** |
| General Fund/State/Local – Gifted Talented PIC 21 | $3,156.00 |  |
| General Fund/State/Local – Gifted Talented PIC 22 | $52,578.00 |  |
| General Fund/State/Local – Gifted Talented PIC 23 | $22,153.00 |  |
| General Fund/State/Local – Gifted Talented PIC 30 | $58,005.00 |  |
| General Fund/State/Local – Gifted Talented PIC 31 | $68,897.00 |  |
| General Fund/State/Local – Gifted Talented PIC 32 | $54,427.00 |  |
| General Fund/State/Local – Gifted Talented PIC 33 | $26,296.00 |  |
| Title I, A – Improving Basic Programs – Fund 211 | $5,381.00 | $5381.00 |
| Title II, A – Supporting Effective Instruction - Fund 255 (Reaped into Title I, A) | $2,598.00 | $2598.00 |